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AGENDAS/MINUTES
EDUCATION COMMITTEE OF
HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD
APR. 15, 1999 ...

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1999

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GOVERNMENT DOCUMENTS

ADDITIONAL INFORMATION FOR THIS EVENING'S

MEETING OF THE EDUCATION COMMITTEE

Open Agenda

ACTION ITEMS

5. Ontario Youth Apprenticeship Program (OYAP) Presentation

12. Strategies for Implementation of Secondary School Reform

14. Delegation to Regional Health and Social Services Committee

EDUCATION COMMITTEE
1999 04 08

#5

Ontario Youth Apprenticeship Program

1 Ontario Youth Apprenticeship Program - Revitalization

Dan Palange - Cathi Aichin

The Hamilton-Wentworth District School Board

2 What is OYAP

- Allows students an opportunity to concurrently obtain on-the-job training, hours towards their apprenticeship, wages and secondary school credits.
- Changed to Ontario Youth Apprenticeship Program in 1994 (O.Y.A.P.).

3 HOW?

4 Present Situation

- An aging skilled workforce in the Hamilton-Wentworth region.
- An aging worker entering the skilled workforce.
- 2 registered youth apprentices in Hamilton Wentworth in 96-97.

5 Present Situation - Why?

- Low profile of the skilled trades in the community and schools.
- Lack of support in assisting schools in program delivery .
- Low profile and little knowledge of the OYAP program in the schools.
- Difficult process of finding employers for these students wishing to participate.

6 Present Situation - Why?

- Students are not aware of program until year four or five of secondary school.
- Difficult for students to obtain information in the school - Student Services, Co-operative Education, Technical Department- each school operates differently.

7 Addressing These Issues

- Successfully obtained $10,000.00 Ministry grant to revitalize OYAP

  Promotional Video
  - Teachers' Resource Guide
  - Marketing Materials

8 Addressing These Issues

Promotional Video:

- Developed (in-house) to encourage students to explore the trades as a viable career option
- Excellent vehicle to change attitudes of students, parents and educators towards the skilled trades
- Incorporated into career education curriculum in Grades 9 and 10

9 Addressing These Issues

- Identification of an OYAP contact person at every school
- Development of a Teachers Resource Guide which will include:
  - An overview of program

- Steps in the OYAP process
- Profile of each trade, requirements for certification and employer contacts
- Resources

10 ☐ **Addressing These Issues**

- One page advertisement that will be included in course calendars at the beginning of the Technical Studies section.
- "Tuesday Night Trade Talk" highlighting the skilled trades sponsored by the IEC
- Closer working relationship with Apprenticeship Office

11 ☐ **What's Next?**

- Successful $75,000 proposal submitted in November will allow for :
  - a Special Assignment OYAP Teacher to work in conjunction with OYAP school contacts in delivering the program.
  - development of Consortium (educators, employers)
  - promotion of OYAP through Career Education Grades 9 - 11

12 ☐ **Goals**

- Increase participation in the OYAP program to meet the needs of our region in addressing the skilled trades shortage.
- Possible further linkage and growth through other projects (Bridges of Steel).

#12

DATE: April 8, 1999

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond
Superintendent of Education

RE: **PROPOSAL: STRATEGIES FOR IMPLEMENTATION OF SECONDARY SCHOOL REFORM TRAIN THE TRAINER IN-SERVICE SESSIONS IN MAY AND JUNE, 1999**

REPORT: Information/Decision

RECOMMENDED ACTION:

Moved by _____ that permission be granted to Hamilton-Wentworth District Secondary Schools to conduct four Secondary School Reform in-service sessions for the entire school staff on a shared-time basis (one and one-half hours of regular class time and at least one and one-half hours of after school time) during the months of May and June, 1999 and that students at all secondary schools be dismissed from school one and one-half hours earlier than regular dismissal time on those four days.

BACKGROUND INFORMATION:

Implications of Secondary School Reform

Secondary School Reform represents not just curriculum changes for improved student learning but a significant paradigm shift in both the content and methods of secondary school education delivery. The way we think about streaming, teaching practices based on learning styles and student destination, and assessment, evaluation and reporting are part of this change. Teachers will have to be able to work with students differently than they have in the past. In order for change to meet success in our schools we need to establish a culture and an environment for change.

Timelines

September 1999 marks the beginning of the implementation of Secondary School Reform across the province. You will recall that the Ministry announced the changes just a little over one year ago in February 1998 (Appendix A). However, it has not been until recently, in mid-March, 1999, that the actual Ministry policy and curriculum documents have been released to school boards. While our secondary school administrators and their staff have been preparing as best they could this school year, developing plans to address both the scope and magnitude of the changes has been challenging, given the tenuous nature of the information and the late release of the documents.

System Activities to Date

Some of the system preparation activities that have been undertaken since the February, 1998 announcement have included the development of an Implementation Planning Framework to provide an organizational structure to accommodate the proposed changes upon release of the details, the formation of a four-member system Secondary School Reform Implementation Team, and the establishment of a Secondary School Reform Steering Committee to facilitate the implementation process.

During this school year, the Secondary School Reform team members have been working with school administrators, department heads, and teachers to plan for changes related to the new teacher advisor program, career education, the annual education plan, and vocational education.

Recognizing the importance of adequate staff preparation to ensure smooth transition for students and successful implementation, what we have been able to do to date has just skimmed the surface of what is yet to be accomplished prior to beginning implementation in September 1999.

Ministry Initiatives

The Ministry is currently providing three full-day Train the Trainer in service sessions through our System Secondary School Reform Team to every School Implementation Team (one administrator and 4 teachers per school) in the province. Hamilton-Wentworth District School Implementation Teams are just completing Phase 1, which has focused on "Building a Capacity for Change."

It is the Ministry expectation that these School Implementation Teams will return to their schools and provide a similar training experience for their staff where the entire staff need to come together and work in blocks of time to sort out what the changes mean for their particular school and community and how they will be able to accomplish them. This type of team building, collaboration and training cannot be communicated on paper nor can it be developed in a 15 to 30 minute timeframe. Appendix B outlines the content of the three-day training for Phase 1.

Phase 2 of Ministry Training is expected to occur at the end of April into May 1999. The focus then will be on Curriculum and Assessment as shown in Appendix B.

The Dilemma

From the feedback we have received to date from the in-service sessions, it has been very encouraging to hear that the School Implementation Teams are generally "on board" and are quite positive about getting on with the implementation; however the dilemma we are faced with at this late date is the one of creating blocks of time for teachers to come together.

PROPOSAL AND RATIONALE:

To address part of the dilemma, Hamilton-Wentworth District Secondary School Administrators are requesting permission for secondary schools to conduct four Secondary School Reform in-services for the entire staff on a shared-time basis. Shared time is defined in this case as one and one-half hours of regular class time combined with one and one-half hours of after school time. The proposal requests that students of all secondary schools be dismissed from school one and one-half hours earlier than usual on four Thursdays in May and June.

Part of a Larger Secondary School Reform In-service Package

This request is only part of other in-service sessions being planned by Hamilton-Wentworth District secondary schools.

The purpose of the request is to support the Secondary School Implementation Teams that require a minimum of 12 hours to adequately introduce the information and work through the implementation preparation process as outlined in the Train the Trainer In-service. In addition, each secondary school will be conducting a variety of other in-service and information sessions for staff, students, parents, feeder schools, school councils, and community, based upon individual school needs.

Co-ordination of Dates for In-service Sessions

If the proposal is approved, the dates for the in-service sessions and early dismissal will be co-ordinated through the secondary school principals across the system.

Class Times and Credits

All regular classes will be held on each in-service day; however, they will be shortened by approximately 22-23 minutes each to free up the 90 minutes of early dismissal. All secondary schools will still be within the required minimum 110 scheduled hours of instructional time for credit purposes, as outlined in OSIS.

Decisions about the continuation of special education classes on the in-service days will be made in conjunction with the parents.

Communication of Information to Students and Parents

Secondary Schools will inform parents through a newsletter sent home with students each month prior to the in-service and early dismissal days indicating the purpose and nature of the in-service and the date of the early dismissal.

Transportation and Transportation Costs (Appendix C)

The Transportation Department has indicated that 52 large buses at a cost of $35 per trip and 25 mini-buses at a cost of $50 per trip will be required for each early dismissal day. There will be no additional costs for taxi service. Therefore the maximum daily transportation cost for this proposal will be $3070 and the total maximum cost for the four days will be $12,280.

12-3

INTENDED SSR TIMELINES

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
New Curriculum	9	9 - 10	9 - 11	9 - 12	
Streaming of courses	9	9 - 10	9 - 11	9 - 12	
New diploma requirements	9	9 - 10	9 - 11	9 - 12	
Secondary School Literacy Test		10	10 and retakes	10 and retakes	10 and retakes
Community Involvement	9	9 - 10	9 - 11	9 - 12	
Revised Co-operative Education policies and procedures		9 - 12			
New diploma				12	
Teacher Advisor System	7 - 9	7 - 10	7 - 11		
Annual Education Plan	7 - 12				
Prior Learning Assessment and Recognition			10	10 - 11	10 - 12
Full disclosure of Grade 11 and 12 courses	11 - 12/OAC				
Ontario Student Transcript	9 - 12/OAC				
Guidance and Career Education Program Effectiveness Survey				Every three years starting in 2002-2003 and focused on the guidance and career education program.	
Report Cards	9	9 - 10	9 - 11	9 - 12	



Building Capacity for Secondary School Reform

PHASE I TRAINING

Developing Capacity for Change

- Strategies for Successful Secondary School Reform (3)
- Professional Learning Communities (4)
- Managing Change in Secondary Schools (10)
- Building the Team (11)

Choices Into Action Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools 1999 (12)

- Competencies for Students
- Career Exploration Activities
- Annual Education Plan
- Teacher Advisor Program
- Program Advisory Team
- etc.

Ontario Secondary Schools Grades 9 to 12 Program and Diploma Requirements 1999

- Context of Reform (2)
- Streaming Policy (5)
- Education for the 21st Century – video (9)
- Beyond the Classroom: Student Experiences in the Community (13)
- New Diploma Requirements (14)

Curriculum Policy Documents

- Application of Streaming Policy – Curriculum (6)
- Assessment, Evaluation and Reporting (7)
- Secondary Curriculum Policy Documents (8)

PHASE II TRAINING

Curriculum Policy Documents (250+ courses)

- Program Planning and Assessment
- The Arts
- Business Studies
- Canadian and World Studies
- Classical and International Languages
- English
- English as a Second Language/English Literacy Development
- French as a Second Language
- Guidance and Career Education
- Health and Physical Education
- Interdisciplinary Studies
- Mathmatics
- Native Languages
- Native Studies
- Science
- Social Science and The Humanities
- Technological Education

Resource Documents

- Course Profiles (40%)
- Teacher Advisor
- Annual Education Plan
- Community Involvement
- Provincial Report Card
- Ontario Student Transcript
- Electronic Curriculum Planner
- Assessment, Evaluation and Reporting

APPENDIX C

12-5

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1
Telephone: (905) 527-5092

To: Ralph Montesanto, Saltfleet High School

Subject: Proposed Early Secondary School Dismissal

Date: April 6, 1999

Pursuant to your telephone request the approximate cost for a complete secondary early dismissal has been calculated.

Assumptions: All secondary schools will dismiss 90 minutes earlier than the normal bell time.
No extra charge for vehicles that transport only secondary students.
No extra charge for taxi service.

72 Passenger Buses

Ancaster	22 buses x $35 per trip	$770
Dundas	5 buses x $35 per trip	175
Waterdown	6 buses x $35 per trip	210
Upper Stoney Creek	11 buses x $35 per trip	385
Lower Stoney Creek	8 buses x $35 per trip	280
		$1,820
		4 days
		$7,280

Other Vehicles (minibus etc.)

Hamilton-Wentworth	25 vehicles x $50 per trip	$1,250
		x 4 days
		$5,000

Please call me if any further information is required.

Arlene Young,
Transportation Department

/Secondary Proposed Early Dismissal 99April6

#14

The Hamilton-Wentworth District School Board

Memorandum

April 1999

To : Members of the Education Committee

From : Judith Bishop

Re : Public Health Services

Recommendation:

That the Hamilton Wentworth District School Board request to appear before the Community Services and Public Health Committee of the Regional Municipality of Hamilton-Wentworth to:

- express its support for Public Health Services;
- determine further ways the Hamilton-Wentworth District Board and Public Health can work together.

Rationale

1.**The Needs of Hamilton-Wentworth's Children:**

Many of the children that the Hamilton Wentworth District School serves have special needs. By all indications, the condition of child poverty in Hamilton-Wentworth is noteworthy. The Region of Hamilton-Wentworth's Community Services Department General Welfare (GWA) statistics for 1997 showed an average of 21,624 adults and children per month receiving social assistance, or about 3.4% of the population of Hamilton-Wentworth. Of the municipal caseload, approximately 1500 families are led by single parents, and it is estimated that another 5000 - 6000 single-parent families receive provincially administered Family Benefits (FBA). Statistics Canada in 1991 calculated that 18,295families – 14.. o of all Hamilton-Wentworth families and in total 77,165 persons -- had low incomes. By 1996 this had increased to23,815 or18.5% of all families in the Region.[1]

overty is not the only factor which creates disadvantage for Hamilton-Wentworth`s children. Our region has other unique characteristics which speak to the need for culturally sensitive and specific programming for children and their families. First generation immigrants represent 25% of Hamilton-Wentworth`s population. The Hamilton census metropolitan area (CMA), which includes Hamilton-Wentworth, Burlington and Grimsby, has the second highest rate of immigration (24%) in Ontario after the Toronto CMA (42%).[2] A significant First Nations population lives off-reserve in the city. A higher number of low-birth- weight babies are born in Hamilton-Wentworth than the provincial average. The numbers have been increasing. [3] Extremely low-birth-weight children (ELBW) experience many problems, including school problems. A Hamilton study has found that school problems continue into adolescence and a large proportion need special education services .[4] In addition to these children are those with very special needs whose families are attracted to the area by specialized children`s services, including the rehabilitation and children`s treatment services provided through the Hamilton Health Sciences Corporation at Chedoke/McMaster Hospital. **This results in a large population of children with disabilities and other special needs who require expensive special services and supports in the school system.**

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[1] Statistics Canada. Census of Canada, 1991 and 1996.

[2] Ibid

[3] In the Central West Region there was an increase in the proportion of low-birth weight babies from 51 to 61 per 1000 births between 1988 to 1994 "Trends and Variations in Perinatal Mortality and Low Birth Weight and the Association of Socioeconomic Risk Factors with Outcomes" Kyong-Soon Lee, Debbie Sheehan, Isaac Luginaah, Tom Abernathy, St .Joseph`s Hospital, Hamilton. Paper delivered to the "Together for Healthy Kids" Conference, Hamilton. June 1998.

[4] A regional cohort of approximately 150 ELBW children was matched with approximately 142 children. Use of special education was 45% at 8years and 48% in their teens by ELBW children, compared to controls of 17% and teen 10%. Grades were repeated by 28% of ELBW children at 8 years and 25% in their teens, compared to controls of 3% at 8 years and 6% in their teens"Extremely Low Birth Weight Infants at Adolescence - Do They Outgrow Their School Problems?" I.Hoult, D.Streiner, B.Stoskopf ,P.Rosenbaum, S.Saigal, Departments of Pediatrics; Clinical Epidemiology, McMaster University, Hamilton.. Paper delivered to the "Together for Healthy Kids" Conference, Hamilton. June 1998.

2.Early Intervention Can Ameliorate and or Prevent Difficulties:

There is increasing agreement that the most effective way to help children with these disadvantages is to start with early preventive programs. The Public Health document Strategic Directions (1998) advocates for increasing resources in ear intervention, prevention and developmental supports. Money spent in the early years will prevent the need for much mo expensive interventions later.[5] If children are to be ready to benefit from formal schooling, in which society has made a substantial investment, there also must have been an investment by society in their pre-school years.

Dr. Fraser Mustard, Founding President and Bell Canada Fellow of the Canadian Institute for Advanced Research, has shown that if children do not get the nutrition, nurturing and stimulation they need in their pre-school years, their brains do not fully develop the networking capacity for their maximum learning potential in their later years, severely limiting their potential. The critical period for language development is from 9 months to 4 years, and for the recognition of symbols from 18 months to 3 years. This research points to the important role that parents play and the support that they require to do this task well.

Public Health Services play a significant role in providing some of these prevention services in these early years. They have several targeted programs for disadvantaged mothers. They work with teen mothers and send referrals to Healthy Babies/Healthy Children. They provide pre-natal, early post partum, and parenting classes. They work to reduce low birth weight babies and support nutrition for mothers. They work closely with the new Hamilton-Wentworth Pre-school Speech and Language Steering Committee .These services are important to the Hamilton-Wentworth District School Board as they may reduce the need for costly services provided by the Board later, and help prepare children to be ready to learn at school.

3. Public Health's Support of School Age Children

Because services are provided in the school system Public Health can provide a continuum of services for disadvantaged families as their children progress through the school system. Beginning with public health involvement in the Early Identification process, which starts with a child's entry to kindergarten. Public Health provides a variety of services to our students. They provide counselling to students, including dealing with depression and anxiety. Public health support is also valued in schools for substance abuse, tobacco abuse, immunization and communicable disease control. They provide teacher in-service and curriculum support for teaching health. They run peer support programs. The dental screening program important especially with low income families. Public health nurses play an active role in supporting nutrition programs in schools.

The Board is concerned about cut- backs in these services. Some schools regard themselves as fortunate to see a nurse once a month for half a day. Vision and hearing screening, although very important, are no longer provided to all kindergarten children. Problems go undetected that have an impact on learning. Dental treatment is provided only to specific schools even though children have dental problems in many of our schools. There is a need to ensure that there are sufficient Public Health Public Health programs for school-age children and teens. The Board is concerned about what support it can expect from the Region in these areas in the future.

Conclusion

The Board and the Region both serve the same population of children. The needs of children are growing; every year the numbers of children entering our kindergartens with special needs that have been identified by community agencies grows. The services of Public Health are very valuable to the Board and the Board wishes to work with them even more closely.

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[5] With **disadvantaged** children a dollar spent on early childhood education saves $7 later : research from the Perry High -Scope Pre-School Program in Ypsilanti Michigan. With a **normal** child population a dollar spent on early childhood education saves $2 later : Gordon Cleveland and Michael Krashinsky The Benefits and Costs of Good Child Care The Economic Rationale for Public Investment in Young Children, Toronto. March 1998

URBAN MUNICIPAL

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE

May 6, 1999

7:00 p.m.	A G E N D A	7:00 p.m
1.	Call to Order	J. Bishop
2.	Approval of the Minutes of April 8, 1999	
3.	Business Arising from the Minutes	
4.	Approval of Agenda	
	ACTION ITEM:	
5.	Section 19 Presentation	M. Botting
	DELEGATION:	
6.	Gifted Education	
7.	Public Health Presentation	
	ACTION ITEMS:	
8.	Requests from Public Health	K. Croxall
9.	Instrumental Music Report	K. Croxall
10.	Report of the Early Intervention Review Committee	K. Croxall
11.	Reading/Writing Support Programs	K. Croxall
12.	Early Identification Policy Report	K. Bain
13.	Report of the Alternative Program Advisory Committee on Vocational/Basic Level Education and Secondary School Reform	E. Bond
14.	Update on ESL/ELD and NSL Staffing and Program Delivery	E. Bond
15.	Revised Proposal: Strategies for Implementation of Secondary School Reform Train the Trainer In-Service Sessions in May and June, 1999	E. Bond
16.	Verbal Update of Alternative Programs for Students	K. Waters
17.	Policy Recommendation i) Curriculum Processes Policy	K. Croxall
18.	Adult and Continuing Education Status Report	E. Bond
19.	Annual Report of the Adult-Based Continuing Education and Training Corporation (ABC etc…)	E. Bond
20.	Staffing Report – Full Time Equivalent Positions	D. Grant
21.	Compensatory Education Review	K. Bell
22.	Environmental/Outdoor Education Follow Up to L.E.I.C. Sub-committee Workgroups	P. Gillie
23.	Physical Education Ontario Safety Guidelines	P. Gillie
24.	Special Education Plan - ***Please see separate package**	M. Botting

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

25. Public Questions for Clarification

Future Meetings:

Board	May 13, 1999	8:00 p.m.
Business Committee	May 20, 1999	7:00 p.m.
Board	May 27, 1999	8:00 p.m.
Special Education Advisory Committee	May 26, 1999	7:15 p.m.

MINUTES OF THE EDUCATION COMMITTEE
APRIL 8, 1999

Those present: Judith Bishop (Chair), Janice Dewar, Eleanor Johnstone, Joseph Rogers, Bruce Wallace and Ray Mulholland.

Also present: Heather Bullock, Wes Hicks, Lillian Orban and Reg Woodworth.
Elad Gafni, Student Trustee

In attendance: Merv Matier (Director of Education and Secretary), Marguerite Botting (Superintendent of Instructional Services), Ken Bell (Superintendent of Education – City West), Elizabeth Bond (Superintendent of Education – Secondary East), Nora Campbell (Superintendent of Education – Mountain West), Krys Croxall (Superintendent of Education – County East), Pat Gillie (Superintendent of Education – Mountain East), Don Grant (Superintendent of Business and Treasurer), Wayne Joudrie (Superintendent of Education – City East) and Ken Waters (Superintendent of Education – Secondary West).

The Chair called the meeting to order at 7:10 p.m.

The Director advised that Superintendent K. Bell had to leave the meeting early and requested the members' indulgence to consider his report on Reporting Procedures for 1999 ahead of the other agenda items.

2. Approval of Minutes of March 4, 1999

It was moved by J. Rogers: That the minutes of March 4, 1999 be approved.

B. Wallace requested that the minutes reflect his regrets for not being able to attend the March 4, 1999 Education Committee meeting.

To the motion, **CARRIED**.

3. Business Arising from the Minutes - Nil.

4. Approval of Agenda

It was moved by B. Wallace: That the agenda be approved.
CARRIED.

ACTION ITEMS:

5. Ontario Youth Apprenticeship Program (OYAP) Presentation

K. Waters provided a brief overview of the presentation. He advised that Cathi Alchin, Consultant – Career Education and Planning and one of the presenters, was unable to attend the meeting due to illness. K. Waters then introduced Dan Palango, Consultant – Experiential Learning and presenter on the Ontario Youth Apprenticeship Program (OYAP).

In providing a brief background of the OYAP program, D. Palango noted that an update of funding for this program will be provided to the Board in June 1999; a report on the progress of the OYAP program is forthcoming by next year.

Viewing of the OYAP promotional video then followed.

In response to questions, D. Palango offered the following information:

- A two-hour version of the promotional video on the OYAP program will be shown at parent-teacher night and school council meetings.
- The Industry Education Council (IEC) has been helpful in providing the necessary resource materials and industry links for this program.

D. Palango agreed to provide the trustees with a listing of business organizations which have been supporting the OYAP and Co-operative Education programs of this board.

The Chair expressed the members' thanks and appreciation for the interesting presentation.

At this point in the meeting,

It was moved by B. Wallace: That the Reporting Procedures for 1999 be considered as the first item under Action Items.
CARRIED.

DELEGATION:

6. Request from J. Enos

J. Enos reviewed the information package he provided the members.

Expressing their appreciation for J. Enos' efforts and concern with student sexual health education, trustees suggested that the information he presented be (a) shared with teachers/staff, students and other stakeholders and (b) considered as resource material in the development of the Board's policy on sexual health education.

The Chair drew attention to the Regulations for Delegation Presentation to Committee and asked the members' wishes in dealing with the presentation.

When advised that the officials are prepared to respond to J. Enos' concerns,

It was moved by B. Wallace: That the Board suspend the Rules of Order by a two-thirds majority to consider the matter immediately.
CARRIED.

K. Croxall distributed and reviewed a handout on "Building Blocks to Healthy Living (see attached). In reaction to questions, she emphasized that:

- The Ministry of Education and Training has set a policy on this issue with the release of the Ontario Curriculum.
- Our board has an excellent curriculum. Teachers and staff will be kept updated on recent developments/statistics on the matter through appropriate inservice, availability of resource materials in the school libraries and close collaboration with the Public Health Department.
- It will be ensured that students receive age-appropriate instruction relating to sexual education.

Noting that no further action was required, the Chair thanked J. Enos for his presentation.

ACTION ITEMS:

7. Safe Arrivals Policy

In reviewing the report, P. Gillie emphasized that concurrent to the referral of the draft policy to the Joint Advisory Committee, the draft document will be distributed to the principals for their input; the document will then be revised based on all the input gathered. P. Gillie drew attention to the suggested timeline for the Safe Arrivals Policy, noting that the revised policy will be brought back to the Board in May 1999; the complete policy (with operating procedure) will then be considered for Board approval in June 1999.

It was moved by J. Dewar: That the draft policy for Safe Arrivals be forwarded to the Joint Advisory Committee.

Suggestions for further review and consideration were provided as follows:

- Include CPR training for teachers/staff in the policy.
- Investigate the latest electronic voice messaging systems and equipment and its potential use in the schools.

To the motion, **CARRIED**.

8. Implementation of the Ontario Curriculum

K. Croxall provided an overview of the report, commending the staff involved in the development of this report. The presenters included: Joanne Languay (Ontario Curriculum Consultant – Mathematics/Science and Technology), Laura Romano (Ontario Curriculum Consultant – Social Studies, History and Geography/Language) and Mary Jean Tyczynski (Ontario Curriculum Consultant – Science and Technology/Social Studies, History and Geography).

In discussing the implementation of the Ontario Curriculum for 1999-2000 school year, K. Croxall underscored that, in acknowledging that the schools will require adequate time to work on the various curriculum areas, support will be offered through (a) high level in-service/training in major areas like science, technology and mathematics; (b) pilot projects as well as encouragement of voluntary participation in meeting the needs of the schools/individual staff; and (c) provision of adequate resource materials and sufficient time in the planning of timetables and school priorities.

It was moved by B. Wallace: That the Ontario Curriculum Implementation In-Service Initiatives 1998-99 report be received for information.

In reply to a question on the necessity of retraining teachers, K. Croxall acknowledged that our teachers are highly skilled individuals; however, dealing with seven curricula could be an overwhelming task, particularly with majority of the classroom teachers who are "generalists". She affirmed the requests from the teaching staff for resource materials and in-service training aimed to support high quality instruction and assessment. Noting this to be a major focus of the provincial government for the last five years, K. Croxall stated that it is important to prove to parents and other stakeholders that the system is achieving the level of expectations in the classrooms.

To the motion, **CARRIED**.

9. Curriculum Processes Policy

K. Croxall reviewed the report.

> **It was moved by E. Johnstone: That the Draft Curriculum Processes policy be forwarded to the Joint Advisory Committee.**
> **CARRIED.**

10. Reporting Procedures for 1999 [considered as the first item under Action Items]

K. Bell introduced the report and then called on Kathy Watters and Wilma Dowling, Administrative Support Staff – Assessment, Evaluation and Reporting who reviewed the details of the report.

K. Watters advised the members that an information binder on The Hamilton-Wentworth District School Board Reporting Procedures will be placed in the Trustees' Lounge. She noted that this information package includes two floppy disks relating to the Junior and Senior Kindergarten Report Card Program, A Guide to the Provincial Report Card – Grades 1 to 8 and Report Card Procedures – March and June 1999. Further information will be added to the binder as required.

> **It was moved by B. Wallace: That the Hamilton-Wentworth District School Board accept the report on Reporting Procedures for 1999 as information.**

The Chair thanked the presenters.

To the motion, **CARRIED**.

11. Proposal by J. Wagner, Brock University

M. Botting presented the proposal and clarified that, depending on the research results/findings, Dr. Wagner has agreed to conduct workshops on this project.

> **It was moved by J. Dewar: That The Hamilton-Wentworth District School Board approve the Proposal by J. Wagner, Brock University, to work with our students in the examination and improvement of literacy instruction for students who are developmentally challenged.**
> **CARRIED.**

12. Strategies for Implementation of Secondary School Reform

In presenting the report, E. Bond apologized for having this as "laydown" information given the short timelines. She then thanked all the staff involved in the development of the document. E. Bond underscored that the strategies outlined in the report constitute the most creative way of providing blocks of time to facilitate the Ministry's requirement of providing in-service sessions to all secondary school teachers.

The members' concerns focused on the following:

- the impact on reducing instructional time for students;
- commitment from the teachers in terms of attendance and participation;
- the transportation costs involved with the proposed early dismissal;

- the use of one of the Professional Activity (PA) days at the end of June to reduce the loss of instructional time.

It was moved by J. Dewar: That permission be granted to Hamilton-Wentworth District Secondary Schools to conduct four Secondary School Reform in-service sessions for the entire school staff on a shared-time basis (one and one-half hours of regular class time and at least one and one-half hours of after school time) during the months of May and June, 1999 and that students at all secondary schools be dismissed from school one and one-half hours earlier than regular dismissal time on those four days.

J. Dewar accepted, as a friendly amendment, one trustee's suggestion of deleting the phrase "permission be granted to" from the motion.

At this point, J. Bishop expressed her wish to speak on the item and requested J. Rogers to assume the Chair.

Noting her difficulty in supporting the motion, J. Bishop voiced the following concerns:

- the lack of context as to what in-service should be provided
- parental objection on the loss of instruction time
- the $12,280 transportation cost may not be an effective way of spending education dollars
- overall financial implications of implementing the Secondary School Reform
- the need for further information to provide the members with a better perspective of the issue

J. Bishop wondered if it would be appropriate to defer a decision at this time and perhaps more details could be provided at the Regular Board meeting next week.

Noting an attempt to deal with whatever information is available at this time, E. Bond commended the efforts of the principals in developing a creative way of addressing the situation. She added that the alternative of utilizing occasional teachers could constitute a $200,000 cost to the Board.

To the motion, as follows, **CARRIED, 4 IN FAVOUR, 1 OPPOSED**.

It was moved by J. Dewar: That the Hamilton-Wentworth District Secondary Schools conduct four Secondary School Reform in-service sessions for the entire school staff on a shared-time basis (one and one-half hours of regular class time and at least one and one-half hours of after school time) during the months of May and June, 1999 and that students at all secondary schools be dismissed from school one and one-half hours earlier than regular dismissal time on those four days.

J. Bishop resumed the Chair.

13. Staffing Report – Full-Time Equivalent Positions – February 1999 and March 199

D. Grant presented the report, noting there has been no change in terms of class sizes; the secondary staffing is in compliance with the 22:1 class size ratio.

It was moved by B. Wallace: That the Staffing Report for February and March, 1999 regarding Full-Time Equivalent Positions be received for information purposes.
CARRIED.

14. Delegation to Regional Health and Social Services Committee

J. Bishop requested J. Rogers to assume the Chair to permit her to present the report.

Noting his preference for the recommendation to specify that our board is requesting delegation status; B. Wallace suggested deleting the phrase "appear before".

It was moved by B. Wallace: That The Hamilton-Wentworth District School Board request delegation status to the Community Services and Public Health Committee of the Regional Municipality of Hamilton-Wentworth to:

- **express its support for Public Health Services;**
- **determine further ways The Hamilton-Wentworth District School Board and Public Health can work together.**

L. Orban volunteered to join the delegation.

To the motion, **CARRIED**.

J. Bishop resumed the Chair.

15. Trustee Representation

Antiracism & Ethnocultural Policy Review Committee

Moved by B. Wallace: That Joseph Rogers be appointed to the Antiracism and Ethnocultural Policy Review Committee.
CARRIED.

J. Bishop offered to be the alternate representative to this committee.

When E. Gafni advised that several students had expressed their interest to be involved in this committee, E. Bond indicated that a validation team will be formed and students are certainly welcome to provide their input.

Safe Arrivals Policy Review Committee

Moved by J. Dewar: That Lillian Orban be appointed to the Safe Arrivals Policy Review Committee.
CARRIED.

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

Public Questions for Clarification - Nil.

Prior to adjournment, the Chair was pleased to announce and offered congratulatory wishes to Elad Gafni, student trustee, who was recently awarded the Queen's University Chancellor's scholarship for $26,000.

The Director then drew attention to a newspaper article about Elad (April 6, 1999 issue of The Hamilton Spectator) regarding his scholarship award. Elad received the 1998-99 Lincoln M. Alexander Award which recognizes one student in Ontario who has shown leadership in fighting racism and discrimination.

B. Wallace requested this good news be sent to the Ontario Public School Boards' Association (OPSBA) so that a write-up can be developed and circulated around the province.

Adjournment:

It was moved by B. Wallace: That the meeting be adjourned, this being done at 9:45 p.m.

rt

Att.

draft

BUILDING BLOCKS TO HEALTHY LIVING

Growth and Development				Growth and Development			
Grade 1: **Overall Expectation:** • identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things.	**Grade 2:** **Overall Expectation:** • describe parts of the human body, the functions of these parts, and behaviours that contribute to good health;	**Grade 3:** **Overall Expectation:** • outline characteristics in the development and growth of humans from birth to childhood;	**Grade 4:** **Overall Expectation:** • identify the physical, interpersonal, and emotional aspects of healthy human beings;	**Grade 5:** **Overall Expectation:** • describe physical, emotional, and interpersonal changes associated with puberty;	**Grade 6:** **Overall Expectation:** • identify the major parts of the reproductive system and their functions and relate them to puberty;	**Grade 7:** **Overall Expectation:** • describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex);	**Grade 8:** **Overall Expectation:** • identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception); • identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being; • apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.
Specific Expectations: • describe simple life cycles of plants and animals, including humans); • recognize that rest, food and exercise affect growth; • identify the major parts of the body by their proper names;	**Specific Expectations:** • distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender); • describe how germs are transmitted and how this relates to personal hygiene (e.g, using tissues, washing hands before eating); • identify the five senses and describe how each functions;	**Specific Expectations:** • outline the basic human and animal reproductive processes (e.g, union of egg and sperm); • describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height);	**Specific Expectations:** • describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their currer stage; • identify the charactenstics of healthy relationships (e.g., showing considerations of others' feelings by avoiding negative; communication) • identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends;	**Specific Expectations:** • identify strategies to deal positively with stress and pressures that result from relationships with family and friends; identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers; • describe the secondary physical changes at puberty (e.g., growth of body hair, changes in body shape); • describe the processes of menstruation and spermatogenesis; • describe the increasing importance of personal hygiene following puberty;	**Specific Expectations:** • relate the changes at puberty to the reproductive organs and their functions; • apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;	**Specific Expectations:** • explain the male and female reproductive systems as they relate to fertilization; • distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization; • identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them; • use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations; • explain the term abstinence as it applies to healthy sexuality; • identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors);	**Specific Expectations:** • explain the importance of abstinence as a positive choice for adolescents; • identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS; • identify methods used to prevent pregnancy; • apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs; • identify sources of support (e.g., parents/ guardians, doctors) related to healthy sexuality issues;

A C T I O N I T E M S

EDUCATION COMMITTEE
1999 05 06

#5

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.
Signature: [signature]
Date: April 30/99

To: Merv Matier, Director of Education and Secretary

From: Marguerite Botting, Superintendent of Instructional Services
Jim Horton, Principal, Section 19 Programs
Sandra Law, Consultant, Section 19 Programs

Date: 1999 05 06

Re: **Overview of Section 19 Programs**

Recommended Action:

Moved by: _____ That the Section 19 Presentation be received for information.

Rationale:

With the creation of the Hamilton-Wentworth District School Board and the concurrent societal trend of increasing numbers of young people in Care, Treatment and/or Correctional/Custody Facilities, it is timely to report to the Board on the current status of its Section 19 programs. These programs, in which the School Board partners with a wide range of community based agencies, have grown considerably in the last few years. They continue to experience on-going community-based pressures for expansion.

Given the increasing fiscal constraints faced by school boards and the negative impact this is having on their ability to provide historic levels of special education services for mainstream schools, it is highly likely there will be a resultant increase in clients served by community agencies and by extention an increase in the need for Section 19 education programs. In short, our increasingly difficult challenge to deliver special education support services in the mainstream may well precipitate an increase in demand for service at the margins where programs like Section 19 operate.

The purpose of this presentation is twofold, first to give trustees a synoptic overview of the Section 19 programs they currently provide through their joint partnerships with community agencies in Hamilton-Wentworth, and second, to provide an opportunity for answers to any questions that may arise.

for further information contact :

SECTION 19 PROGRAMS

Hamilton-Wentworth District
School Board
100 Main St. West
Hamilton, ON
L8N 3L1
(905) 527-5092 ext. 2341
Fax (905) 521-2538

MISSION AND VISION

All students, including those with social, emotional, behavioural, and/or physical challenges are valued and have the right to be active participants in a positive, safe, caring and supportive educational environment.

Section 19 is a unique teaching/learning mosaic providing a wide spectrum of individualized services to facilitate successful re-entry into the community.

EDUCATIONAL PROGRAMS IN CARE, TREATMENT AND CORRECTIONAL FACILITIES

SECTION 19 PROGRAMS

A partnership between
The Hamilton-Wentworth District
School Board and the Ministry of
Education and Training

56(a)

The Students

Resident or day students attending Section 19 programs have been admitted to government approved care, treatment, or correctional facilities. While affiliated with the facilities, students may continue their studies by participating in the school programs. Students attend from all areas of the province.

The Teachers

Our teaching staff are qualified in either the elementary or secondary panel. In addition, they have qualifications in special education and demonstrate both knowledge and skills, acquired from a variety of experiences, together with a desire and an aptitude to teach students with special needs.

The Program

The academic programs, which are flexible and individualized, follow the Ontario Ministry of Education & Training guidelines and are integrated, where applicable, with the facilities and with the student's treatment programs. They are designed to maximize the educational outcomes for all students.

Instruction is offered from primary to OAC levels. The goal is to assist the student to develop the necessary skills to enter a community school, a post-secondary educational setting, a job-training program or employment. A multi-disciplinary approach is ensured through collaboration with the student's home school, parents/guardians/caregivers, facility staff and community professionals.

Program Locations

Arrell Youth Centre
Bernhardt House
Big Sister Transitions
Calvert House
Cornerstone
George R. Force
Grace Haven
Hamilton Health Sciences Corp
Hamilton Wentworth Detention Centre
Hatts Off
Lynwood Hall Child/Family Centre
Newcombe House
Northcrest Youth Centre
Patterson House
Peninsula Youth Centre
St. Joseph's Hospital
Woodview Children's Centre
Woodview Day Treatment
Woodview Transitions

D E L E G A T I O N

EDUCATION COMMITTEE
1999 05 06

#6

375 John St South
Hamilton ON L8N 2E5

April 30th, 1999.

Secretary of the Board
+ Director of Education
Mr. Merv. Matier,
100 Main St. West
Hamilton ON L8N 3L1

Dear Mr. Matier,

As spokesperson for concerned parents I have requested a delegation be permitted to present their concerns to the Education Sub-Committee of the Hamilton Wentworth District School Board.

Our concerns regard

- lack of gifted screening at Grade 3
- location of congregated classes with the most recent proposal for relocation
- no consideration is being made for county children to be included in this valuable program.

Yours Sincerely.

Libby Jenkins.

6-1

PRESENTATION TO: THE HWDSB EDUCATION COMMITTEE
BY: CONCERNED PARENTS
REGARDING: GIFTED SCREENING & SPECIAL CLASS LOCATIONS
DUE TO: AMALGAMATION OF SCHOOL BOARDS
PRESENTATION DATE: MAY 6, 1999

- 'Intellectual-Gifted' as an exceptionality came into being as part of Bill 82
- Gifted programs were implemented in the former city Board in 1983/84
- Formal, board-wide screening of grade 3 students began well over a decade ago
- We appreciate that the Gifted Review Committee, which is chaired by Superintendent of Instructional Services, Marguerite Botting, is currently reviewing the screening process as part of their mandate. There is much research about the various tools and timing of screening. Please see attached memo to elementary school principals from Marguerite Botting dated April 8, 1999. We understand that this committee has not presented a final report to the Board.
- We are deeply concerned that despite no report from this committee, a decision has been made not to screen for giftedness in grade 3 this year. This action is not in keeping with the directive from the Operations and Field Services Branch of the Ministry of Education and Training. On February 19, 1998, it stated "the expectation that in the meantime (amalgamation period), as much as possible, services offered by the new District School Boards will be maintained *at least* at the current levels offered by the 'old boards' unless specific approvals are received to do otherwise".
- We are concerned that a decision has been made without approval from this Board to discontinue screening this year of Grade three students for 'Intellectual-Gifted'.
- NO testing this year in grade 3 → means there are no children entering grade 4 next year. This puts the elementary gifted programs in dire jeopardy. The number of classes have previously been reduced and this decision unless reviewed and revised can only result in the eventual elimination of the self-contained gifted program through attrition. We would seem to be sliding into the same process which eliminated the program in Wentworth county - all without consideration by the Board.

6-2

- Decisions concerning location are being made without Gifted Review Committee or Board input and approval, despite the stated mandate of the Gifted Review Committee.
- The most recent proposal for class location does not open the program up to the county as desired by county parents and would necessitate transporting current students across the entire length of the city.
- CHILDREN'S NEEDS HAVE NOT BEEN CONSIDERED. It is upsetting to these children who have already left their neighbourhood school after grade 3, to be forced to consider another change for grade 5 and potentially another for grade 6. The Board strives to provide stability and predictability for students and also to enable them to establish and maintain long term social and emotional relationships. This will not be possible if these children move three times in three years.
- We understand that Principals have only recently been asked to nominate students for gifted testing this June. Parents are expressing their reluctance to take advantage of this invitation because of the repercussions if the child fails such a test, having been hand selected. General screening eliminates the subjective bias associated with hand selecting. If spot screening can be performed, why then can't the general screening for the Grade three level be performed? Would the money spent on nominated screenings and the predictability of poor outcomes, be better spent on full screening of the grade three level, even at this late stage?

Submitted April 30th, 1999

Hamilton Public Library

ADDITIONAL INFORMATION FOR THIS EVENING'S

MEETING OF THE EDUCATION COMMITTEE

Open Agenda

DELEGATION

6. Gifted Education

EDUCATION COMMITTEE
1999 05 06

Presentation to the Education Committee of the HWDSB, May 6, 1999
Re: Elementary Gifted Programs
By Karyn Callaghan and Don Goellnicht on behalf of concerned parents

Recognizing that every child is entitled to public education that meets his or her needs, and that society will be best served if the talents of its most capable problem solvers are cultivated, giftedness was identified as an exceptionality by the Ministry of Education in Ontario when it passed Bill 82 in the early eighties. The Hamilton Board of Education responded quickly and implemented gifted programs, and has been operating them successfully since 1983.

Early identification of exceptionalities is a goal of the Board, and the benefits of this are obvious. The test of any school in a democracy is how well it provides for the individual capacities and unique abilities of *all* its children. The one exceptionality which is not officially identified until grade 3 is giftedness. There are various reasons given for this, but for many of these children, it is far from ***early***. Nevertheless, from grade 4 on, there have been options for their education. One of these options is a self-contained class. Research on gifted children suggests that they profit most by being with others of the same abilities. Research done in our own Board has supported these findings. There were better outcomes among gifted children in self-contained classes. In our opinion, one cannot argue against special education for gifted and talented children without arguing against special education in general, for all special education involves the recognition of individual differences and the accommodation of those differences in schooling.

The screening for giftedness has been done in grade three in the former Hamilton Board. We understand that with amalgamation, this process is under review. We appreciate that there is much research about the various tools for screening, and also about the best time to screen. However, we are seriously concerned that a process that has been in place as the first step in this successful program has been discontinued this year **without having an alternative in place.** This decision has been implemented ***despite lack of concensus*** in the Gifted Review Committee, whose mandate it was to make decisions regarding the testing instruments and determine the grade level as the optimum time for screening. This committee has not completed its report, and yet decisions have been made and acted upon.

There are many implications of this decision. Children who are gifted and who have waited until grade 3 to have this identified will now have to wait even longer to have their individual needs met. This flies in the face of the Ministry's Early Intervention Policy. It is true that *some* gifted children will make outstanding contributions even in the face of obstacles to their achievement. But **most** will not come close to achieving at a level commensurate with their potential unless their talents are deliberately fostered by incentives and instruction that are appropriate for their advanced abilities. These children are at risk for becoming underachievers. If specialized programming is not provided for these children until grade five, they have spent five or six years in school, experiencing boredom and frustration. This is not acceptable.

The lack of screening this year means that the grade four children who have been in grade 4/5 gifted classes will not be joined by other children next fall. This has impact on class size, and is putting the whole program in jeopardy. This decision has led to decisions about location, and these two decisions together have caused parents and children in these programs to wonder if the intent is to phase out these classes.

We strongly urge the Board to reinstate screening of this year's grade 3 children immediately. Children with special needs **must** be identified. At the outset of province-wide school amalgamations, the Ministry of Education and Training clearly stated that "the expectation in the meantime as much as possible, is that Special Education services offered by the new District School Boards will be maintained **at least** at the current levels offered by the old boards unless specific approvals are received to do otherwise" until the new Special Education Plan has been developed and approved by the Ministry.

We urge you to allow the gifted Review Committee more time to investigate alternatives thoughtfully and collaboratively and to leave the programs and processes as they are until decisions have been made following due process in the committee.

Location.

Congregated, self-contained gifted classes, or the approach known in the research as "ability grouping," has, as we have seen, been used very successfully in the Hamilton Board for many years. This approach conforms to the most current research on intellectually gifted children. In *Children with Exceptionalities in Canadian Classrooms* (5th ed. 1999), Margret Winzer states: "The general tenor of research indicates that [gifted children] require social and emotional support from a group of true peers in order to maintain a positive self-concept and intellectual interaction, and to transform abilities into productive reality. . . . the achievement of high-ability students is positively affected by ability grouping that includes curriculum modification directed to their learning characteristics." (253-55). Such self-contained, congregated classes are NOT expensive: they can be run with the same student-teacher ratio as a regular class, the only additional cost being the transporting of the children to the selected school site.

The Education Act requires that children deemed gifted by offered a range of options, and many have chosen self-contained, congregated classes; yet that option is rapidly diminishing at the elementary junior level: five years ago there were 6 self-contained classes in the HSB; that was reduced to 4 (2 "up", 2 "down") two years ago; and the current plan is to cut that number in half for 1999-2000, so that there will be only 2 elementary gifted classes (1 "up", 1 "down") for the much larger school population of the amalgamated HWDSB. Far from opening up the option of self-contained gifted classes to the County, as has been the model for French Immersion, this plan seems designed to shut gifted children in the County out. This repeated reduction of gifted classes makes no sense—unless the intention is to eliminate the program at the elementary level, a position that has NOT been recommended by the Gifted Review Committee, and has NOT been passed by the Board.

Currently, congregated classes for Grade 4 and Grade 5 students are being run at Queen Victoria School and at Viscount Montgomery School in the lower city, and at Fernwood Park School and Holbrook School on the Mountain. The new plan calls for the amalgamation of the lower city classes at Viscount Montgomery, and of the Mountain classes at Holbrook for next year. Parents of children at Queen Victoria have NOT been consulted on this matter. To us, the move makes no logical sense. Why move 14 Grade 4 students from central, west, and north Hamilton who are already congregating at Queen Victoria to the eastern boundary of the old Hamilton Board—ie to Viscount Montgomery—when there are only 5 Grade 4 students at Viscount Montgomery? Students travelling from the west end of Hamilton to Queen Victoria are currently spending up to an hour each way on the bus; to extend that trip by locating the class at Viscount Montgomery makes the travel time unacceptably long. To spend well over two hours a day on a bus is a monumental waste of time for a ten-year-old child. If there is to be one congregated class in the lower city—and we are NOT advocating for one class—then it makes much more sense to have it at a central location, so it can be readily accessed by inner-city and suburban students—Queen Victoria is such a central location with easy access to resources like the Central Library and Hamilton Art Gallery. Further, if the students from Queen Victoria are to move to Viscount Montgomery for Grade 5, and then to Dalewood (the current "West" location for the gifted program at middle school) for Grade 6, they will have made three moves in three years, a plan that flies in the face of traditional Board practices. If the intention is to keep the children at Viscount Montgomery (a K-8 school) for grades 5-8—and no-one has been able to give us a clear answer on this long-term issue—then parents from central and west Hamilton face the even more unacceptable prospect of transporting their children across the City for FOUR

years. Further, such a plan clearly puts the gifted program at Dalewood at risk since Queen Victoria is now the sole "feeder" school for Dalewood. An added element is that the proposed location on the eastern boundary of the old Hamilton Board clearly makes the program unattractive to many students from the County, the majority of whom are west of the City, in Dundas, Ancaster, and Flamborough. These decisions regarding the location of the elementary program, decisions with clear implications for the long-term viability of the program, are being made without input from the Gifted Review Committee, part of whose mandate is "the determination of school sites for gifted classes" (see memo of 08/04/99 from M. Botting to Elementary School Principals); and without Board approval.

We consider this combination of the cancelling of Grade 3 screening, the reduction of sites for congregated gifted classes at the elementary level, and the non-centralized location of the site in the lower city to be an indication that this long-standing program is being eliminated through attrition–without Board approval, and without consultation with parents, who have been given little or no information. We request that the Board take the following actions: 1) reinstate Grade 3 screening immediately and maintain it until the Gifted Review Committee makes a recommendation on an alternative method; 2) reconsider the sites for the classes in consultation with all stakeholders, including parents and the Gifted Review Committee, and with an eye to making gifted classes available to students from the County. We recognize that the Board has difficult decisions to make regarding the future of Special Education with reduced funding; we are requesting that those decisions be taken with wide consultation and following the proper process.

#7

HAMILTON-WENTWORTH REGIONAL PUBLIC HEALTH DEPARTMENT

Nursing Services
2757 King Street East
Suite 2800
Hamilton, Ontario
L8G 5E4

Tel: (905) 548-3554
Fax: (905) 546-3156

Mailing Address:
P.O. Box 897
Hamilton, Ontario
L8N 3P6

April 28, 1999

Mr. Merv Matier
Secretary of the Board
Hamilton-Wentworth District School Board
100 Main Street West
P.O. Box 2558
Hamilton, ON L8N 3L1

Dear Mr. Matier:

RE: Social and Pubic Health Services Division: Request to update trustees about Hamilton-Wentworth Sexual Health Services Network and Make Recommendations

Social and Public Health Services Division staff would appreciate the opportunity to present an update about the Hamilton-Wentworth Sexual Health Services Network and make recommendations to the Education Committee during its meeting of Thursday, May 6, 1999. The presentation would include the use of overheads, and should take approximately fifteen minutes, including questions.

Should delegation status be granted, we will provide complete reports by April 30, 1999, in order that they can be distributed to committee members in advance.

Thank you for considering this request.

Yours truly,

Leanne Siracusa
Program Manager

cc: Mr. Bruce Wallace
Ms Ruth Millar
Dr. E. Richardson
Ms V. Woodcox

7-1

CITY OF HAMILTON AND REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

VICKI WOODCOX
DIRECTOR

Social and Public Health Services Division
Youth and Mental Health Branch
Telephone (905) 546-3537
Facsimile (905) 546-4075

DELEGATION REPORT

TO: Hamilton-Wentworth District School Board Trustees

FROM: Leanne Siracusa, Program Manager
For the Hamilton-Wentworth Sexual Health Services Network

RE: **Progress Report and Recommendations to the Board**
From the Hamilton-Wentworth Sexual Health Services Network

DATE: April 30, 1999

BACKGROUND

This background information is provided to set a context to the recommendations being brought forth to the Board by Social and Public Health Services staff, on behalf of the Hamilton-Wentworth Sexual Health Services Network.

ADOLESCENT PREGNANCY

Adolescent pregnancy is a multifaceted problem closely connected to economic, education, social,cultural,and politicial factors. Social-economic factors (poverty and unemployment), intrafamilial factors (multigenerational history of teenage parenting) and intrapersonal factors (poor self esteem, depression, substance use, history of sexual abuse and school failure) have all been associated with adolescent pregnancy. One of the factors mostly strongly associated with deferring pregnancy in young women has been a good general education and personal goals for the future. Adolescent pregnancy is associated with increased risk of poor social,economic, education and health outcomes for both mother and child including higher risks of toxaemia, premature birth and low birth weight babies.

Low birth weight babies require additional expensive education and health services. Low birth weight is associated with short and long term health problems, including learning disabilities. Hamilton Wentworth has the highest rate of LBW among teen mothers compared to the rest of Central West Ontario. In 1995, Hamilton Wentworth had 88 LBW babies per 1000 livebirths for 13 – 16 year olds compared to 67/1000 livebirths in Central West Ontario. (**See Appendix A**)

In 1994, adolescent pregnancy rates were high, especially in the United States (116/1000 females 15 – 19 years old), the United Kingdom (56.8/1000), and Canada (49.5/1000 females 15 – 19 years old). From 1976 - 1995, Hamilton-Wentworth has had a consistently higher teen pregnancy rate than that for Ontario. In 1995, the teen pregnancy rate in Hamilton-Wentworth was 50.6/1000 females 15 – 19 years, compared to 47.4/1000 females 15 – 19 years in Ontario. (**See Appendix B**)

SEXUALLY TRANSMITTED DISEASES

Although rates of sexually transmitted diseases have dropped in Hamilton-Wentworth and Ontario over the past few years, there continues to be a high incidence of STDs, particularly chlamydia, among women between the ages of 16 – 25 years (922/100,000 in Hamilton Wentworth). The provincial target for chlamydia incidence is 500/100,00 by the year 2005. The Canadian annual direct and indirect costs due to chlamydia infections have been estimated as high as $21.1 million.

The increase in both the incidence rate and the number of reported cases of chlamydia in 1998 in Hamilton-Wentworth is related to an increase in the number of persons screened, and the use of more accurate diagnostic tests used to screen for chlamydia. The apparent high incidence of chlamydia in females between the ages of 15 – 24 years is because sexually active young women are routinely screened for chlamydia in combination with their yearly Pap test.

HAMILTON-WENTWORTH SEXUAL HEALTH SERVCIES NETWORK

In 1998, Social and Public Health Services staff hosted 2 forums to bring together community partners concerned about the high teen pregnancy and STD rates among local youth. The Hamilton-Wentworth Sexual Health Services Network was established to addresss common concerns and gaps in sexual health education/services for youth. The membership is diverse, including Councillor Marvin Caplan, Trustee Eleanor Johnstone, representatives from both Boards of Education, other agencies, parents, teens and community groups such as Family Action Council, Birthright and Planned Parenthood. Members are committed to collaborate in the development of comprehensive, effective sexual health programs for youth in this community.

The Network developed a model for the delivery of sexual health programs which is based on multiple strategies involving school and community. **See Appendix C** The Network established five priority areas for development as follows:

- consistent messages to youth
- involvement of parents
- school curriculum
- youth involvement
- media

The Network received information about the evidence-based effective sexual health programs, i.e. "what works"? Effective sexual health education is based on responsible decision making, and focuses on teaching children to make difficult decisions and resist peer pressure. It builds on the principle of relating to others in ways that increase and support dignity, worth and equality. Effective sexual health education programs need to include abstinence as a responsible choice and also provide youth with information about responsible behaviour to prevent pregnancy and sexually transmitted disease. Both these topic areas are included in the new health and physical education curriculum for elementary students and the provincial Public Health mandate.

Network members identified good decision making skills and support to parents as fundamental aspects of programming. The model developed by the Network clearly supports these areas as well as youth and parent involvement, the promotion of abstinence and positive community support for youth. Board staff and Social and Public Health Services Division staff are collaborating with Deanna Behnke Cook in the implementation and evaluation of the IDEAS program in 4 elementary schools during this school year. This multifaceted program emphasizes decision making skill development and includes teacher-delivered, peer mentor-delivered and

complementary components for parents. The program encapsulates the principles of the Network model and research evidence about effective sexual health programming.

The Network consulted with the Health Communications Unit, affiliated with University of Toronto. The consultant recommended focus groups with a specific target group in order to better understand its perspectives and to develop more effective messages and approaches.

Committed to earlier intervention for prevention of later problems, the Network decided to focus on 11 year olds and their parents. The major activity of the last 6 months has been the hiring of a focus group co-ordinator and the planning of the groups with 11 year olds and their parents. A Focus Study Team was developed to advise on the details of this project. The two public health nurses involved in the IDEAS pilot projects are co-facilitating the focus groups. Parents and teens have been trained to facilitate the focus groups, along with the co-ordinator or a public health nurse.

The goal of the focus groups is to solicit a wide range of parent and youth input to develop these "prevention" programs. The Network will study the findings of the focus groups and make recommendations to Social and Public Health Services Division staff and member organizations.

SCHOOL BASED EDUCATION

The new health and physical education curriculum for elementary schools was released last summer. Social and Public Health Services Division staff and special assignment teachers for both Boards of Education have developed a 3-way partnership to support implementation of the curriculum. There are many common areas between the curriculum and the Public Health mandate, especially in the area of sexual health education.

This collaboration has been very productive. To date, guidelines for sexual health/puberty presentations by teachers and public health nurses in elementary schools have been jointly developed. These guidelines have formalized past practice and better clarified the role of teachers and public health nurses to ensure consistent delivery of health programs in the education system. A survey of health teachers learning needs identified their strong need for learning resources to complement the new curriculum, especially in the area of sexual health. The special assignment teacher and Social and Public Health Services Division staff are collaborating to review and identify appropriate learning resources.

The health and physical education curriculum for secondary schools has recently been released. Social and Public Health Services Division staff are committed to continue collaboration at the Board of Education level to support the implementation.

RECOMMENDATIONS FOR CONSIDERATION OF THE BOARD

The Hamilton Wentworth Sexual Health Services Network appreciates this opportunity to update the Board of Trustees about this community collaboration with Board staff, addressing common concerns about high local rates of teen pregnancy, low birth weight among births to teens and STDs among youth.

We are requesting your consideration of the following recommendations:

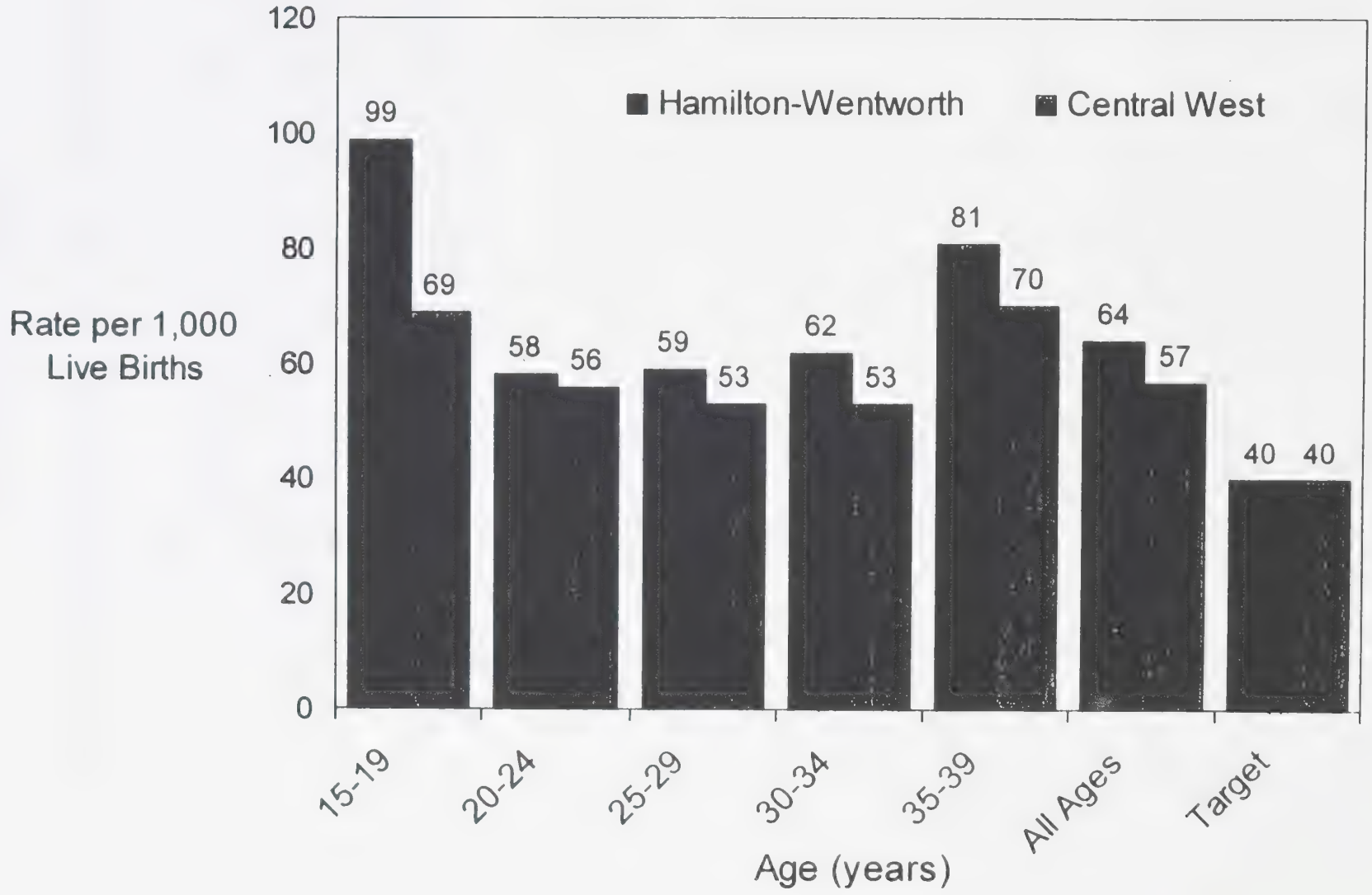
That permission be granted to the Network to distribute flyer package to appropriate grades in your schools in order recruit 11 year old and parent participants for the focus group project (See Appendix D)

That the Board support the Network in approaching School Councils in order to recruit participants for focus groups and members for the Network

That the Board consider the renewal of the special assignment teacher role in the fall of 1999 to continue the productive collaboration with the Social and Public Health Services Division staff in the implementation of the new elementary and secondary health and physical education curriculums

That the Board continue to support the participation of Board staff in the Network and relevant workgroups

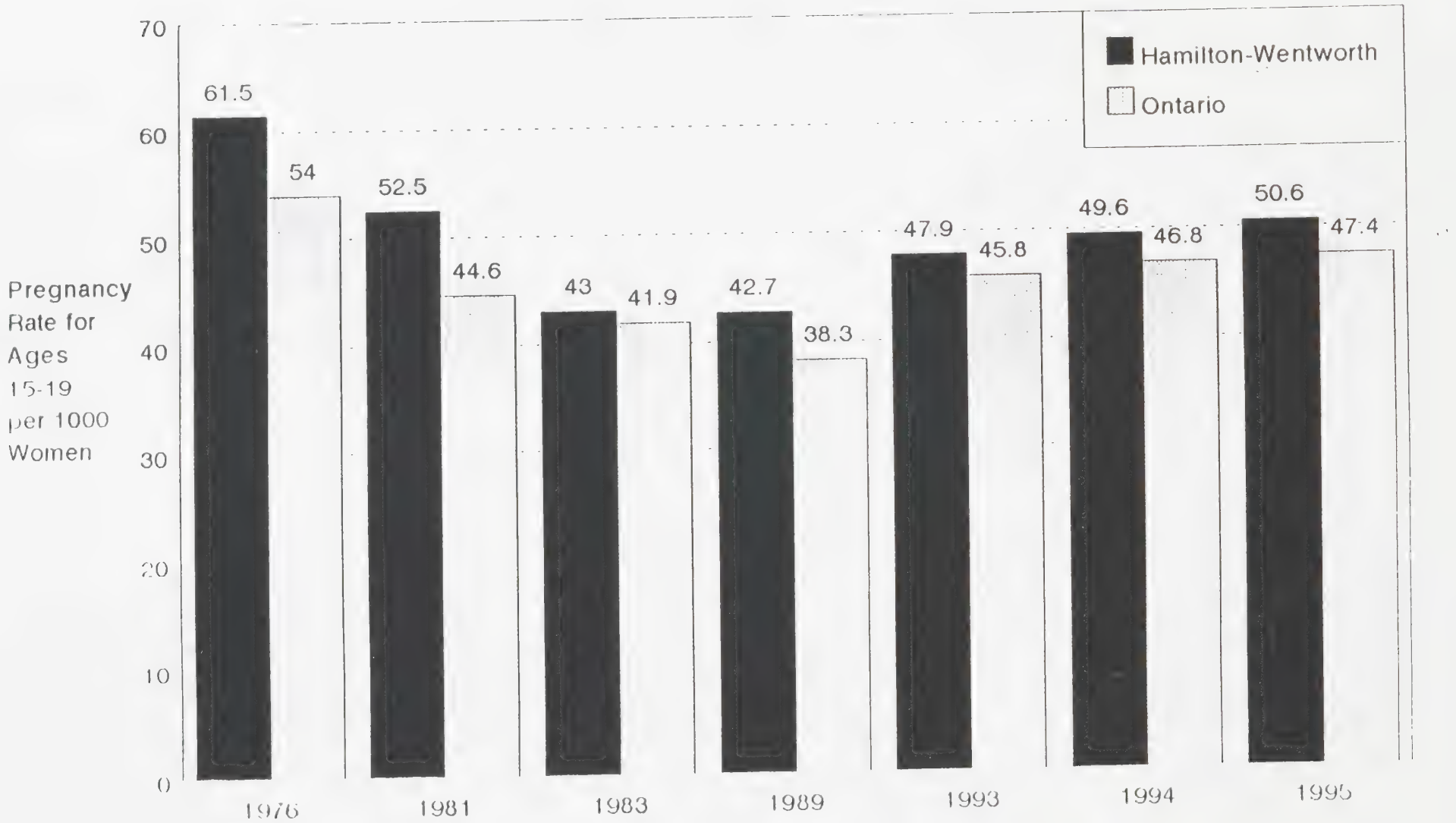
Number of Low Birth Weight Babies by Maternal Age
for Hamilton-Wentworth and Central West Ontario, 1994



Source: Ontario Ministry of Health, Live Births database.

HAMILTON-WENTWORTH VS ONTARIO

Teen Pregnancy Rate for Ages 15 - 19 from 1976 - 1995



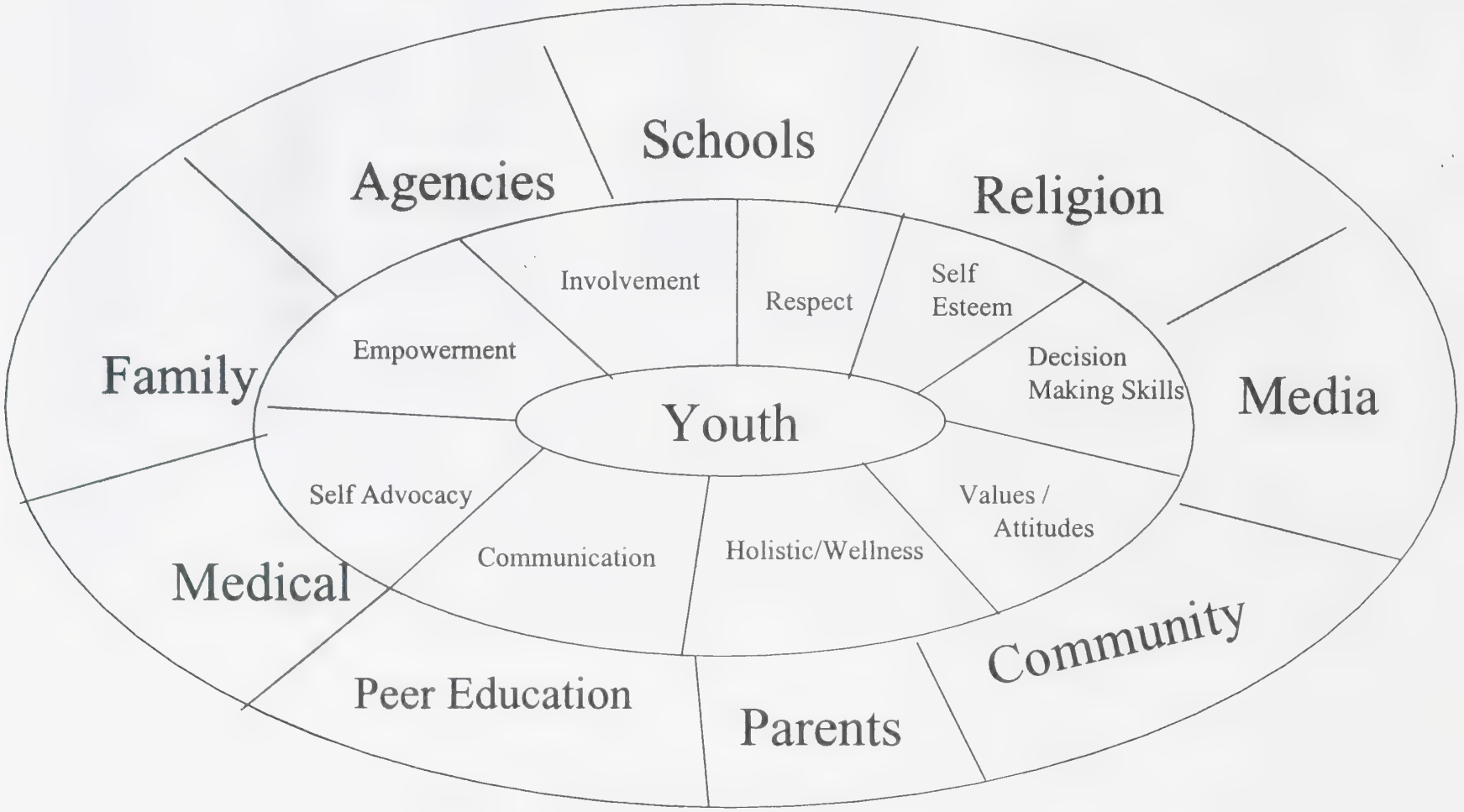
7-6

Pregnancy rate includes live births, still births and therapeutic abortions (TA's)
Prior to 1[illegible]2, TA's in clinics were not included in data

PRE15-19
98.02.03

HAMILTON-WENTWORTH SEXUAL HEALTH SERVICES NETWORK

GOAL: Hamilton-Wentworth Sexual Health Services Network is a coalition of interested community groups, organizations and individuals that are committed to working together to assist in the development and implementation of comprehensive, effective sexual health programs and support services.



WANTED:

Parents of 10 – 12 year olds

Come Talk to Us About...

- Concerns about your preteen
- Communicating with your child
- What help parents need

Your Ideas Will Help Our Network to:

- Encourage community support for youth
- Promote healthy lifestyle choices
- Reduce high-risk behaviours in youth

7-8

Join Our Parent Discussion Group

April 17, 10:30 am until Noon
Hamilton East Kiwanis
Boys' and Girls' Club
(in the office across from reception)

Invite your 11-year old
to the
Youth Discussion Group.

Free Snacks and A Gift Certificate
for Everyone

For more information, or
to sign up, please call
Leanne Siracusa 546-3548
or
Sue Buchanan 546-3537

HAMILTON-WENTWORTH
SOCIAL AND PUBLIC
HEALTH SERVICES

7-9



Are you 11 ?

Free Snacks and $5 Gift Certificate

Free Snacks And $5 Gift Certificate



COME TALK TO US ABOUT:

What's important to you?
Who do you talk and listen to?
What makes you happy or sad?



WHEN?
April 24

Boys	Girls
Noon to 1:15 pm	2:45 to 4:00 pm

WHERE?
Hamilton East Kiwanis Boys' and Girls' Club
(in the office across from reception)



PARENTAL PERMISSION IS REQUIRED

HAMILTON-WENTWORTH SOCIAL AND PUBLIC HEALTH SERVICES DIVISION

25 Main Street West
Hamilton, Ontario
L8P 1H1

Tel: (905) 546-3500
Fax: (905) 546-4075

Mailing Address:
P.O. Box 897
Hamilton, Ontario
L8N 3P6

12 April 1999

Dear Parent:

We need to talk with 11 year olds and parents of 10-12 year olds in our community. Why? To understand their perspective on puberty and on how they make personal decisions about good health.

? *Who are we?*

We are **the Hamilton-Wentworth Sexual Health Services Network**. In 1998, the Regional Public Health Department brought together a variety of community representatives to form the Network. These representatives come from the following groups: concerned parents and teen; the 2 local School Boards; various community groups, organizations and agencies.

? *What is our goal?*

Our intent is **to plan and provide better sexual health education**. We intend to do so through positive community support **that encourages good judgement, good decisions, and sexual abstinence**. Ultimately, this should help prevent teen pregnancies and transmission of sexually transmitted diseases (STDs).

? *How can you and your child help us?*

Help us **by participating in our upcoming "focus group" study**.

The information collected in this study will be very useful to the Social and Public Health Services Division and to other organizations in the community. It will help us develop and provide earlier, better "prevention" programs for our youth and their parents.

? *How will the study be carried out?*

We will hold discussion groups, with 11 year olds and parents of 10 to 12 year olds, to discuss the general issues appropriate for this age group, as they relate to their development, relationships and sexuality. The discussions will not be about specific sexuality. Any information around these issues will be referred back for them to discuss with their parents.

Each participant will complete an **anonymous questionnaire** (eg. age, gender, where they live, number of siblings, number of parents in household). With this information, we will develop a "profile" of our participants.

Please note the following:

- **Any participant may choose not to answer certain items in the questionnaire or withdraw from the discussion group at any time**
- 11 year old **boys**, 11 year old **girls, and parents will have separate discussion groups** (which will consist of 5 to 8 participants each)
- an **experienced** group **leader and a trained facilitator will lead each group** (teens were selected and trained for the youth groups; the same was done for the parents)
- **each session will take about 75 minutes**

Each group's **discussion will be recorded on audio tape**. After each session, the group leader will listen to the tape, type out what was said, and summarize all the points made.

To ensure anonymity, **we will destroy the audio tape after it has been transcribed and exclude the particpants' names from the typed transcript**.

Once we summarize the information from all the sessions, **we will prepare an overall report** and provide it to the supervisor at each meeting location. **You will be welcome to review that report, if you like.**

? *Who may participate?*

Although we would prefer that **11 year olds and parents** from the same family participate, this is not mandatory. Either a parent or a child only may participate if so desired.

Participation is voluntary. **All participants** – including parents – **must submit a signed consent form**. (Children, in addition to wanting to participate, must obtain written consent from a parent or legal guardian.)

If you and/or your child wish to share your views by participating in this important program, please sign and return the attached consent to the recreation centre where the focus group is to be held.

? *Still have questions?*

For more information, please contact one of the following individuals:

- Leanne Siracusa at 546-3548
- Sue Buchanan at 546-3537

Please participate in the important community project. **Your input** will be valuable – and **will make a difference!!**

7-12.

HAMILTON-WENTWORTH
SOCIAL AND PUBLIC
HEALTH SERVICES

Parental Consent Form

I have read and understand the attached letter. I give consent for my son/daughter to participate in the discussion group about growth & development issued as part of the sexual health program planning project.

Name of Child :

_____
(Please Print)

Name and Telephone Number of Parent or Legal Guardian:

_____
(Name-please print) (Telephone number)

Signature of Parent or Legal Guardian:

_____
(Signature) (Date)

Please return this form to the Recreation Centre
or Fax to: 546-4075, Attn: Sue Buchanan

Thank you.

A C T I O N I T E M S

EDUCATION COMMITTEE
1999 05 06

#8

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: April 27, 1999

Re: ***Requests from Public Health***

Signature: _____

Date: April 30/99

The Public Health Department has forwarded three requests related to the dissemination of information in Hamilton-Wentworth District schools in order to further the investigation of the Hamilton-Wentworth Sexual Health Services Network in planning more effective sexual health programs in schools and the community. Although the Public Health Department works with the schools in health curriculum and support services areas, the sensitive nature of this request has prompted Executive Council to seek Board determination of the appropriateness of such action before proceeding. Attached is a sample flyer.

Recommended Action:

Moved by _____, seconded by _____ that the Hamilton-Wentworth District School Board assist the Public Health Department by allowing distribution of a flyer package to appropriate grades in elementary schools for recruitment of 11 year-olds and their parents for focus groups.

Although the Public Health Department has requested permission to contact School Councils with their requests, it is not clear if contact with School Council Chairs who are parents can be approved or denied by the Board. Similarly, the Board could not necessarily deny contact with the organizations which operate after school programs, but could deny permission to hold focus groups on site.

Recommended Action:

Moved by _____, seconded by _____ that the Hamilton-Wentworth District School Board deny permission to the Public Health Department to hold focus groups on site in schools of the Board.

8-1

Regional Municipality of Hamilton-Wentworth
Social and Public Health Services Division
MEMORANDUM

TO: **Superintendents**
Hamilton-Wentworth District School Board

FROM: Vicki Woodcox
Director, Youth and Mental Health Branch

DATE: 1999 April 14

SUBJECT: **REQUESTS FOR YOUR APPROVAL**

Since it was established in March 1998, I have chaired the Hamilton-Wentworth Sexual Health Services Network which has representatives from both Boards of Education, parents, teens, community agencies, community groups and Public Health. We have appreciated the participation in the Network by representatives from your Board.

The goal of the Network is to plan more effective sexual health programs in schools and the community in order to ultimately prevent teen pregnancy and STDs/AIDS. The Network is collaborating to develop earlier prevention programs which provide positive community support, promote abstinence and good decision making skills. The Network chose 11 year olds and their parents, as an initial focus. In order to understand their perspectives and plan better prevention programs with 11 year olds and parents of preteens (10 – 12 year olds), the Network is planning focus groups – to be held at community sites, not school sites. We are asking for the assistance of your Board in the recruitment of 11 year olds and parents of 10 – 12 year olds for the focus groups. **Here are our 3 requests for your approval.**

1. **The Network is seeking permission to distribute the flyer package (attached) to appropriate grades in elementary schools to assist in recruiting 11 year olds and parents for the focus groups** (Our Department will assume printing costs)

2. **The Network is seeking permission to approach School Councils in your Board in order to recruit 11 year olds and parents of 10 – 12 year olds for focus groups.** (FYI – A member of the Network and subcommittees, Teresa Hartnett, has discussed this project with parents from School Councils in the Hamilton-Wentworth Catholic District School Board. She found parents very supportive of this project and several have volunteered to participate in focus groups).

Below is a request to recruit/hold focus groups at afterschool programs held at school sites.

3. **The Network is seeking permission to hold focus groups at afterschool programs onsite in schools in your Board.** (Please note we have not approached the organizations offering these programs. We are first seeking superintendent approval).

We appreciate your considering these requests.

WANTED:

Parents of 10 – 12 year olds

Come Talk to Us About...

- Concerns about your preteen
- Communicating with your child
- What help parents need

Your Ideas Will Help Our Network to:

- Encourage community support for youth
- Promote healthy lifestyle choices
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11 ?

Free Snacks And $5 Gift Certificate



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What's important to you?
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What makes you happy or sad?



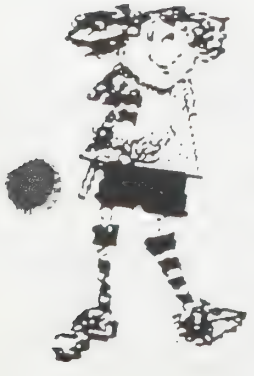
WHEN?

April 24

Boys	Girls
Noon to 1:15 pm	2:45 to 4:00 pm

WHERE?

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(in the office across from reception)



PARENTAL PERMISSION IS REQUIRED

8-4

HAMILTON-WENTWORTH SOCIAL AND PUBLIC HEALTH SERVICES DIVISION

25 Main Street West
Hamilton, Ontario
L8P 1H1

Tel: (905) 546-3500
Fax: (905) 546-4075

Mailing Address:
P.O. Box 897
Hamilton, Ontario
L8N 3P6

12 April 1999

Dear Parent:

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The information collected in this study will be very useful to the Social and Public Health Services Division and to other organizations in the community. It will help us develop and provide earlier, better "prevention" programs for our youth and their parents.

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If you and/or your child wish to share your views by participating in this important program, please sign and return the attached consent to the recreation centre where the focus group is to be held.

? *Still have questions?*

For more information, please contact one of the following individuals:

- Leanne Siracusa at 546-3548
- Sue Buchanan at 546-3537

Please participate in the important community project. **Your input** will be valuable – and **will make a difference!!**

I have read and understand the attached letter. I give consent for my son/daughter to participate in the discussion group about growth & development issued as part of the sexual health program planning project.

Name of Child

_____

(Please Print)

Name and Telephone Number of Parent or Legal Guardian (please print):

_____

(Name-please print) (Telephone number)

Signature of Parent or Legal Guardian:

_____

(Signature) (Date)

Please return this form to the Hamilton East Kiwanis Boy's and Girls' Club, or fax to 546-3156.

Thank you.

#9

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.
Signature: M Matier
Date: April 30 99

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: April 15, 1999

Re: **INSTRUMENTAL MUSIC REPORT**

The Curriculum Processes Work Group on Instrumental Music/Strings Program presented a report to the Education Committee of the Board in March of 1999 (attached). In order to implement the recommendations of that report, the following has been prepared for trustee consideration.

I. INSTRUMENTAL MUSIC

Recommended Action:

Moved by _____, seconded by _____ that the Hamilton-Wentworth District School Board support the implementation of instrumental music in elementary schools in the following ways:

1. Allocate a non-transferable $15.00 per student in Grades 6, 7 and 8 on a per pupil basis (prorated for Grade 6) from the Grade 6,7 and 8 Textbook and Classroom Supplies budget line to support any instrumental music programs being offered during the school year.
2. Establish a start-up budget of $30,000 per year for five years from the Textbook and Classroom Supplies budget line to provide financial support to schools that wish to implement an instrumental music program where none exists at present.
3. Recruit, hire and place certified instrumental music teachers through the regular staffing processes as one of the priority needs in the system.

Rationale:

Grade 6, 7 and 8 schools are currently supported with an allocation of approximately $26.00 per student for "high cost" or "differential" programs at the middle school level. Information provided by the Curriculum Processes Work Group Report on Instrumental Music has indicated that an amount of $15.00 per student ($7.50 per Grade 6 student) is required for the costs associated with delivering an instrumental music program (music supplies, repairs to and purchases of instruments, sheet music, etc.).

In order to promote equity in program offerings across the system, there needs to be an opportunity for schools with Grades 6,7 and 8 to implement an instrumental music program where none now exists. The model which is being proposed would use Board funds as well as

fund raising at the school level to support the start-up costs associated with establishing such a program. Given the number and variety of schools which may be interested in utilizing this opportunity, the start-up model must exist for a number of years and so a period of five years is being proposed.

Given the high costs of establishing a program, the maximum number of schools to be granted the start-up budget in any given year will be limited to three if the proposals can all be accommodated within the $30,000 envelope. Each school served would be eligible for a one-time grant of $7,500 and then could access up to $7,500 more depending upon the matching funds available, dollar for dollar.

Schools would be required to submit proposals outlining their implementation plans and their financial requirements from the fund (including evidence of school or School Council fund raising dollars committed to the project). Other criteria such as the availability of a qualified instrumental music teacher at the school and a supportive environment (instrumental music room and adequate secure storage available, timetable providing a minimum of two forty-minute music periods per week and preferably three forty-minute classes or equivalent on a six-day schedule, etc.) would be used to consider and rank the proposals should they exceed the financial resources available.

In order to ensure that schools make the best use of these resources, there would be two application deadlines: August 15 for implementation in September and, providing the funds for a particular year have not been depleted, November 30 for implementation in February. Any and all dollars not applied for and claimed in any given year are to be rolled back into general school accounts on January 1 of each year during the implementation period of this model.

The expectations of the Ontario Curriculum in the Arts are challenging. In order to ensure that the expectations are met, teachers with instrumental music certification should be recruited, hired and placed on a priority basis as the Board addresses its annual staffing needs.

II. STRINGS PROGRAM

Recommended Action:

Moved by _____, seconded by _____ that the Hamilton-Wentworth District School Board continue the present user-pay model to provide the Strings Program for elementary students in its current format and expand the program to sites where interest warrants at no cost to the Board.

Rationale:

The Strings Program has been an exemplary and prestigious alternative music program available for students in the Hamilton-Wentworth District School Board for thirty years. The program's administrative costs are being covered through the fees generated by the user-pay model. Fees will be adjusted annually to ensure that the program does not operate at a loss.

Five Year Phase-in Model	Start-Up Budget Reserved	POSSIBLE SCENARIOS	Funding
Year 1: 1999-2000	$30,000	School A: ▸ receives one-time grant ▸ fund-raises $6,000 at school and receives dollar for dollar match **TOTAL FUNDING TO SCHOOL A:**	 7,500 6,000 **$13,500**
		School B: ▸ receives one-time grant ▸ fund-raises $1,000 at school and receives dollar for dollar match **TOTAL FUNDING TO SCHOOL B:**	 7,500 1,000 **$8,500**
		School C: ▸ receives one-time grant ▸ no fund-raising dollars at school **TOTAL FUNDING TO SCHOOL C:**	 7,500 **$7,500**
		TOTALS CLAIMED IN YEAR 1 *Amount returned to General School Fund as of January 1, 2000*	***$29,500*** *$500*
Year 2: 2000-2001	$30,000	School A: ▸ receives one-time grant ▸ fund-raises $6,000 at school and receives dollar for dollar match **TOTAL FUNDING TO SCHOOL A:**	 7,500 6,000 **$13,500**
		School B: ▸ receives one-time grant ▸ fund-raises $5,500 at school and receives dollar for dollar match **TOTAL FUNDING TO SCHOOL B:**	 7,500 5,500 **$13,000**
		TOTALS CLAIMED IN YEAR 2 *No other claims* *Amount returned to General School Fund as of January 1, 2001*	***$26,500*** *$3,500*

RECOMMENDATIONS OF THE INSTRUMENTAL/STRING MUSIC WORK TEAM

Recommendations as at February 15, 1999

Parents:
Sandra Alexander Nosal
Patti Grice
Marie Peebles

Teachers:
Russ Weil

Administrators:
Eto Corcione
Marilyn Forster

Support Staff:
Carol E. MacKenzie

Recommendation	Sub-recommendation or Explanation	Rationale
That The Hamilton-Wentworth District School Board commit to supporting the current instrumental music program in its elementary schools		
That The Hamilton-Wentworth District School Board commit to supporting the implementation of instrumental music in elementary schools that wish to offer the program in the future		
That in order to maintain the integrity of the instrumental music program, and to maintain consistency of access to all necessary music resources, funds be budgeted specifically for the elementary instrumental music program. These non-transferable funds, in the amount of $15.00 per student in grades 6, 7 & 8 will be allocated to schools on a per pupil basis to support any and all existing instrumental music programs. These same funds will also be allocated to schools who are starting up instrumental music upon commencement of the program.	This financial commitment would allow for maintaining the high caliber of the elementary instrumental music program in The Hamilton-Wentworth District School Board. The $15.00 per student budget allotment should be deducted from the $26.00/student Differential Top-up fund which has been provided to all schools to support "high cost" programs, including instrumental music. It would then be made non-transferable, and should be used only for instrumental music program costs.	The financial support of an instrumental music program is vital to the program's existence. The music budget must be adequate to cover instrument repair, replacement purchases, consumables and music repertoire. This recommendation will allow music teachers to plan their program based on a knowledge of the music budget appropriation at the beginning of the year. The Ontario Curriculum: The Arts (Music) have expectations in grades 6, 7 & 8 that require students to sing **and** play. Research clearly indicates that instrumental music is the most appropriate way to deliver a music program to intermediate students.
That The Hamilton-Wentworth District School Board hire and place certified/qualified music teachers for all elementary instrumental programs.	Qualified music teachers are required by the very nature of the subject, as defined by the complexity of the expectations in The Ontario Curriculum. Music is a language, and teachers of Music must be able to communicate in that	In The Ontario Curriculum: The Arts (Music), many of the expectations at grades 4 and up are complex enough to require a background in music on the part of the teacher. Without this background, teachers feel ill equipped to instruct,

	language. In support of this recommendation, the Superintendent with the responsibility for elementary staffing should recruit teachers with music qualifications, and liaise with area Faculties of Education to inform them of our need for qualified music teachers.	assess and report on the music expectations mandated by the Ministry.
That the Board allocate a start-up budget that would provide financial support to schools that wish to implement an instrumental music program. Schools would be allocated $7,500.00 for start-up costs, and would be eligible for up to another $7,500.00 when matched dollar for dollar through fund-raising at the school level.	There are some middle schools in the District that are already working very hard to raise funds to implement an instrumental music program. Parent support is a driving force behind this interest. In terms of equity across the system, it is recommended that these schools be able to access financial support at a board level. This dollar amount would be reserved from the budgets allocated to schools for supplies and textbooks.	To begin an instrumental music program, where most instruments, music stands, and appropriate furniture is purchased outright by the school, it would cost $35,000 to $40,000. Even if schools enter into a partial rental agreement for the instruments, there are still significant start up costs to equip a music room. The start-up fund would support this. In terms of the board supporting the fund-raising efforts at the school, parents and community members could be requested to make donations to a board administered Foundation account – "Music Program at --- School", and they would be issued a tax receipt for their donations.
That The Hamilton-Wentworth District School Board commit to all future instrumental music programs by establishing a phase-in model over the next few years to provide the above mentioned start-up funds to schools that express interest in implementing instrumental music.	If a number of schools expressed an interest in starting instrumental music programs, arrangements should be made to access the established start-up fund at the appropriate time as determined by a phase-in model.	
That The Hamilton-Wentworth District School Board commit to • supporting the continuance of the Strings program for elementary students • supporting expansion of the Strings program for elementary students if warranted by interest • providing administrative support for the elementary Strings program, all at no cost to the Board.	The Strings Instruction Program offers an alternative music program to elementary students which is highly regarded in the Hamilton-Wentworth District. This program is completely user-pay, fee for service. All administrative costs are paid for through the fees collected from the families paying for the service. Fees will be adjusted accordingly to guarantee that the String Program will not operate at a loss.	The Strings Program has been supported in this community with a history of almost 30 years. It adds a prestigious aspect to the music program offered in Hamilton-Wentworth **without prestigious cost.** Graduates of this program most often feed into the secondary strings program at Westdale. ***Find attached important information about the strings program, as outlined by Russ Weil, Strings Instruction Program Coordinator.***

#10

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director

Signature: _____

Date: April 30/99

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: April 27, 1999

Re: ***Report of the Early Intervention Review Committee***

Recommended Action:

Moved by _____, seconded by _____ that the Report of the Early Intervention Review Committee be received for information.

Rationale:

This committee of stakeholders was struck in response to the recommendations of the report submitted by the Reading/Writing Non-Mandated Support Programs Work Team Curriculum Processes Transition Committee. The committee has worked diligently to produce this report in time for decisions to be made regarding the 1999-2000 school year.

It is important to note that on the basis of currently available research and experience within this board, all the literacy support programs investigated were found to be effective in improving student performance.

A copy of the entire report has been placed in the Trustee Lounge for the further perusal of trustees.

Early Intervention Review Committee

EARLY INTERVENTION REVIEW COMMITTEE

STEERING COMMITTEE MEMBERS:

Lynn Anderton	Special Educ. Consultant	Education Centre
Rosemary Coomber	Special Assignment Teacher	Education Centre
Krys Croxall	Superintendent of Education	Education Centre
Susan Fox	Principal	King George School
Connie Kidd	Program Research Analyst	Education Centre
Betty Lindsay	Vice-Principal	Janet Lee/Mt. Albion
Laura Romano	Ontario Curriculum Consultant	Education Centre
Ken Sanford (**Chair**)	Ontario Curriculum Consultant	Education Centre
Kathy Watters	Assessment. Evaluation & Reporting Administrator	Education Centre
Katherine Yantzi	Vice-Principal	Strathcona

Program Costs Sub-Committee

Wendy Coleman	Teacher	W.H. Ballard
Rosemary Coomber (**Chair**)	Special Assignment Teacher	Education Centre
Louise Maling	Educational Assistant	Robert Land School
Barbara Robb	Parent,	Central Park
Kathy Watters	Assessment, Evaluation & Reporting, Administrator	Education Centre

Research Literature Sub-Committee

Susanna Costa-Popovich	Teacher	Lisgar
Nancy Freckleton	Parent	Central Park School
Connie Kidd	Program Research Analyst	Education Centre
Linda Kidney	Teacher	Vern Ames
Betty Lindsay	Vice-Principal	Janet Lee/Mt. Albion
Ken Sanford (**Chair**)	Ontario Curriculum Consultant	Education Centre
Marion Smith	Teacher	Hess Street School

HWDSB Program Results Sub-Committee

Connie Kidd (**Chair**)	Program Research Analyst	Education Centre
Lynne MacDonald	Teacher	Dr. Davey
Sue Pleli	Teacher	Janet Lee
Paula Wilkes	Parent	Dr. Davey
Katherine Yantzi	Vice-Principal	Strathcona

Funding Model Sub-Committee

Julie Bieri	Parent	Janet Lee
Nancy Fernihough	Teacher	King George
Susan Fox	Principal	King George
Laura Romano (**Chair**)	Ontario Curriculum Consultant	Education Centre
Mary Scime	Teacher .3 Consultant – Open Court	Mountview
Landra Smith	Teacher	Central Park

Early Intervention Review Committee

Recommendations	Rationale
That on the basis of current research into program effectiveness, no existing Early Intervention Literacy Programs investigated in this report (i.e., Reading Recovery, Writing to Read, Open Court, and All Star) be eliminated.	The study of current research literature has revealed both strengths and concerns for each of the programs reviewed. (See Research Literature Sub-Committee data.) Local schools have provided data that they believe demonstrates the effectiveness of the program for their school and student needs. (See HWDSB Program Results Sub-Committee data.)
That the Writing to Read program be maintained with central funding for schools willing to deliver the program as designed with the appropriate use of Educational Assistants. Consideration might be given to utilizing the Learning Opportunities Grant for the continued funding of this program.	Individual schools would be unable to maintain this program without system support for additional personnel. (See Program Costs Sub-Committee data.)
That the Reading Recovery program be maintained in existing sites and expanded for schools willing to offer the program with no additional staffing. Consideration might be given to the reallocation of a staff member internally to dedicate 0.5 FTE to the program. (e.g.A larger school could have three small grade one classes for core programming in the morning. In the afternoon, one teacher could assume Reading Recovery responsibilities, while his/her students were divided between the remaining grade one teachers). System support should continue to provide resources as well as initial and on-going personnel training.	Individual schools would be unable to maintain this program without system support for resources and personnel training. (See Funding Models Sub-Committee data.)
That schools continue to choose and/or develop Early Intervention Literacy Programs to meet students' needs within the resources that are available (i.e., school budget, fundraising and system resources).	Flexibility and adaptability of programs, to address the needs of individual students, schools and communities, are necessary to meet system needs. (See HWDSB Program Results Sub-Committee data.)

Recommendations	Rationale
That schools be provided with resources and support by appropriate Instructional Services personnel for monitoring the effectiveness of their Early Intervention Literacy Programs and for communicating their results to ensure accountability.	Teachers and administrators require in-service in methods of accessing, interpreting and using research for evaluating alternatives available in programming. (See HWDSB Program Results Sub-Committee data.)
That schools monitor and report through their EQAO Action Plans on the effectiveness of Early Intervention Literacy Programs according to their needs, resources and system and school plans.	Boards have limited local research data for individual programs. (See Funding Models Sub-Committee data.) School personnel require training and support in learning methods of measuring the effects of program on student performance. (See HWDSB Program Results Sub-Committee data.)
That Board guidelines be developed to assist schools in the selection of literacy programs and in the monitoring of program effectiveness.	With limited funds available it is imperative that schools make wise choices when selecting commercial literacy programs. (See Program Costs Sub-Committee data.) A committee to develop Board guidelines should include Instructional Services personnel, parents, teachers and administrators. (See Funding Models Sub-Committee data.)

EARLY INTERVENTION REVIEW COMMITTEE

Research Literature Sub-Committee – Summary of Findings

- The study of current research literature has revealed both strengths and concerns for each of the programs reviewed.
- Information gathered from research literature is useful but not sufficient to make decisions regarding the selection of programs
- Early intervention programs need to be co-ordinated with the classroom programs to be of optimal value.
- A balanced approach to literacy instruction, involving the integration of phonics and comprehension activities, is most effective. Integration means that opportunities to learn these two aspects of reading should be going on at the same time, in the context of the same activities, and that the choice of instructional activities should be part of the overall, coherent approach to supporting literacy development. (Preventing Reading Difficulties in Young Children, 1999.)
- The monitoring of student progress, after completion of a designated early intervention program, with support as required is necessary to maintain long term gains.
- Teachers need on-going in-service and support to deliver quality literacy instruction.

HWDSB Program Results Sub-Committee – Summary of Findings

- Schools have voluntarily provided data on hand to support the effectiveness of these programs in their schools.
- Reports include anecdotal, EQAO, CAT/2, and school-based assessment data (reading, writing scores/samples). Current data validates effectiveness of Open Court, Reading Recovery and Writing to Read when implemented appropriately in relevant school contexts. Some considerations are noted regarding need for further monitoring for effectiveness with particular groups of students and longer-term maintenance of results. Anecdotal reports indicate effectiveness of All Star, but further evidence may be useful in future.
- Detailed information submitted by schools regarding "Factors contributing to effectiveness/lack of effectiveness" is a valuable source of qualitative information about the necessary contexts for program effectiveness.
- Considerations regarding the need for further monitoring of program effectiveness may be as relevant to all educational programs as they are to these four and other Early Intervention Literacy Programs

Funding Model Sub-Committee - Summary of Findings

- Approximately ten other District School Boards in Ontario were contacted for the purpose of comparing models of funding for various Early Intervention Programs.
- Most District School Boards that were contacted only funded programs that met Board and Provincial criteria, and "fit" a board-wide literacy policy or plan. Please see funding model summary sheets for information about specific programs.
- Programs that received central system support were also supported through staff training and/or resources.
- Very few programs were centrally funded across the province. Early Literacy Programs were generally school based decisions funded by internal school budgets and creative timetabling and/or fundraising to provide the program.
- All District School Boards that were contacted had limited local research and data on individual programs.

Program Costs Sub-Committee – Summary of Findings

Open Court School Costs (1998-99) as reported in the returned surveys:

- - $66,049.26 spent system-wide from school budget, fundraising and school council
- - used by 3,549 students in regular classroom
- - used by 231 students in resource programs

Open Court System Costs– 0.3 FTE ($18,450.00)

All Star School Costs (1998-99) as reported in the returned surveys:

- - $2,070.00 spent system-wide from school budget, fundraising and school council
- - used by 589 students in regular classrooms
- - used by 153 students in resource programs

All Star System Costs - $0.0 reported

Writing to Read School Costs (1998-99) as reported in returned surveys:

- - $11,415.00 spent system-wide from school budget, fundraising and school council
- - used by 835 students in regular classrooms
- - used by 44 students in resource programs

Writing to Read System Costs –

- - $244,178.50 Education Assistant salary costs (9.5 Education Assistants @ $25,703.00)
- - $11,000.00 for supplies (11 sites @ $1,000.00 per site)

Reading Recovery School Costs (1998-99) as reported in returned surveys:

- - $0 reported
- - 32 students receiving reading intervention

Reading Recovery System Costs

- - $7,698.00 Continuing Contact fee for teacher trainer
- - 4 x 0.5 teachers' salaries for program implementation ($123,000.00)

Schools are unable to implement Reading Recovery and Writing to Read without support from system funds.

Salary amounts for teaching staff are based on 1998-99 Board averages provided by the Budget Department.

Early Intervention Review Committee

Research Literature Sub-Committee Report

Program		*All Star Reading*		*Collections for Young Scholars*		*Reading Recovery*		*Writing to Read*
Author/Publisher		*(Ont.: Halton D.S.B,, 1993)*		*(U.S.: Open Court Reading, 1995)*		*(NZ: Marie Clay, 1987)*		*(U.S.: IBM, 1981)*
Major Focus		**Supplementary**		**Classroom Literacy or Remedial**		**Intensive Tutorial**		**Supplementary, Compensatory**
Components	☛	Strategy of the week (22 in total) introduced to whole class	☛	Letter-sound-print awareness activities (Gr. 1)	☛	Reading and re-reading of books; daily assessment via running records (miscue analysis)	☛	Computer centre, self-paced instruction in letter-sound skills via key words
	☛	Individual student tutoring by volunteer, using 'leveled' books: Reread familiar book	☛	Spelling dictation	☛	Writing and reading of student stories, sentences	☛	Stories on tape listening centre, following along in book
	☛	Read new book (read to, echo read, etc.)	☛	Daily assessment	☛	Letter identification, if necessary	☛	"Make words" centre
	☛	Tell, write, a sentence; cut up into words for practice.	☛	Oral reading of phonetically decodable text	☛	Sound analysis of words	☛	Work journals
	☛	Word games if time	☛	Whole class (60+ min.)	☛	Focussed re-assembling of cut up stories/sentences	☛	Process writing centre (computer, typewriter, hand) with teacher conferencing
	☛	Take book home and read to 3 people, focus on strategy ("Star") of the week, which is sent home	☛	Small group (30+ min.)	☛	Introduce new book		
			☛	Oral comprehension (big books read to them)	☛	Begin to read new book		
			☛	Process writing				
Content	☛	Canadian and other literature via selection of reading materials	☛	Canadian and other literature by selection of reading materials read to students	☛	Canadian and other literature by selection of reading materials	☛	Selection of stories on tape (Focus is on writing)
Selection of students	☛	At-risk students, primary grades	☛	All students, primary and junior	☛	Lowest and oldest at risk grade 1 students identified by classroom teacher and Clay Diagnostic Survey	☛	All SK (part year) and grade one students in some compensatory settings

10-9

Program		*All Star Reading*		*Collections for Young Scholars*		*Reading Recovery*		*Writing to Read*
Delivery	☛	One-to-one with trained volunteer, 3 times/wk., 20-30 min.	☛	Classroom language program for all primary and junior students; 90-120 min./day	☛	Students are discontinued, successfully or unsuccessfully, after 60 or more lessons, 12 to 20 weeks (max.) per student	☛	Daily, one hour supplementary instruction for whole classes in compensatory settings; delivered by one teacher and educational assistant
Other Uses			☛	Components sometimes used for remediation with at risk or exceptional primary and junior students .			☛	Components sometimes used for remediation with at-risk or exceptional primary and junior students (e.g., mobile, attendance gaps, ESL, LD)
Training	☛	Head coach trains volunteer coach and provides some ongoing coaching (30-60 min./wk.); Volunteer coach trains volunteers who provide direct assistance to students	☛	Training suggested by research, generally not available	☛	3 years teaching experience plus 1 to 3 day summer inservice; 3 hrs. bi-weekly after school during training year, 3hrs. monthly after school in subsequent years; Regular supervision by teacher leader.	☛	Peer coaching, training materials
Integration with classroom programs	☛	Strategy introduction, focus for whole class	☛	Is the classroom program; When used for remediation, depends on teacher collaboration	☛	Depends on teacher collaboration	☛	Depends on teacher collaboration
Opportunities for parental involvement	☛ ☛	Parent volunteers Home support	☛	School initiative; Weekly update	☛	Each new book goes home to be read with parents; strategies provided	☛	Teacher initiative

01-10

EFFECTIVENESS		*All Star Reading*		*Collections for Young Scholars*		*Reading Recovery*		*Writing to Read*
...assessed on what tasks to date? (Note: Italics indicates studies not 'peer reviewed' for publication or presentation.)	☛	No studies available	☛	(Foorman et al, 1996, 1998) Peabody Picture Vocabulary Test - Revised, Word Reading, Letter and Word Attack, Passage Comprehension (WJ-R), Phonological Processing, WISC-R, Formal Reading Inventory, Spelling Dictation, Harter's Perceived Competence Scale, Reading Attitude, Multigrade Inventory for Teachers	☛	(Centre et al, 1995) Metropolitan Achievement Test: Reading Comprehension Burt Word Reading Test, Neale Analysis of Reading Ability, Passage Reading Test, Waddington Diagnostic Spelling Test, Phonemic Awareness Test, Syntactic Awareness (Cloze) Test, Word Attack Skills Test	☛	*Student writing samples(Hamilton)*
			☛	(Barrett, 1995) Test of Early Reading Ability, Running Record of Oral Reading, Stanford Achievement Test - Word Reading, Word Study Skills, Reading Comprehension, Teacher questionnaire	☛	Clay Diagnostic Survey: Record of Reading Behaviour on Books, Letter Identification, Concepts About Print, Word Tests, Writing Vocabulary, Dictation	☛	Standardized reading tests (reviewed by Slavin, 1990)
			☛	*(Holy Cross School, Dufferin-Peel CDSB, 1997) Canadian Test of Basic Skills (Reading Comprehension, Word Analysis, Vocabulary, Spelling, Capitalization, Punctuation); Rosner Auditory Analysis Test*	☛	Successful/unsuccessful discontinue rates (Book Level 16, end of grade one)		
...for which children?			☛	At risk, compensatory/remedial (Foorman, 1998); Grade 1classes (Holy Cross School, Dufferin-Peel CDSB; Barrett, 1995)	☛	Lowest 20% of grade one students in a class (Clay Diagnostic Survey), if fully implemented	☛	Compensatory, regular

EFFECTIVENESS (Cont'd)	All Star Reading	Collections for Young Scholars	Reading Recovery	Writing to Read
...with what success rate?		☛ (Foorman, 1998), comparing 3 types of early reading instruction in compensatory/remedial settings: 1) using components of Open Court for Direct Instruction (DI) group in remedial program, 2) phonics Embedded in Context (EC), 3) phonics Implicit in Context (IC)	☛ *Toronto DSB: Successful discontinuation (reading at end of grade one level) for 75% of students (range 65% to 85%);* *Successful students reading at or above grade level up to three years later (North York)*	☛ Significant gains in SK; Inconsistent effects on reading in grade 1 (some positive, some negative), reviewed by Slavin, 1990
		- DI group significantly higher than both others on phonemic awareness, letter-sound, word reading -Not significant difference on reading comprehension (gr. 1 only) - IC group higher on attitude to reading - EC group "may take longer for effects to appear"	☛ Centre, 1995 (NZ): 65% "recovered"; unclear results for reading comprehension due to loss of weaker students from control group	☛ *1990-91 Hamilton results for 4 compensatory schools showed gains in writing to level of average schools by end of grade 1;* *immediate gains for SK students, and accumulated and accumulated gains for grade one students were noted.*
		☛ Barrett, 1995: No difference between DI (Open Court) and EC on oral reading, and a standardized reading test		☛ *1991 study in North Carolina schools showed no significant advantage of WTR over "regular" programs according to consultant ratings of students' writing, though teacher ratings show positive effects of the program.* *Great variation across classes. (Sockwell, 1991)*
		☛ *Dufferin-Peel RCSSB, Holy Cross School (1997): Average improvement of about 7 mo. over previous grade 1 class on June standardized reading scores following implementation*		☛ *1997 Memphis School Study: 2 of 14 schools implemented program fully; 2 of 14 schools showed steady gains in achievement;* *Program discontinued*
...maintained for how long?		☛ Foorman longitudinal study not complete as yet	☛ Still reading at average level at Gr.3; not at Gr.4	

10-13

	All Star Reading	Collection for Young Scholars	Reading Recovery	Writing to Read
Program strengths	☛ No statements can be made based on research as none is currently available.	☛ Advantage over implicit phonics in phonemic awareness, letter-sound knowledge, word reading at grade 1	☛ Initial results good at end of grade 1, maintained through grade 3 for neediest students	☛ Effectiveness for writing, especially SK
		☛ School study shows significant overall gains	☛ Quality control for program implementation built into training/supervision process	☛ Self paced, works around interruptions in attendance, moves
Program concerns	☛ Need for evidence of effectiveness, considering amount of time children spend out of class, in program, and school and teacher time	☛ Students read only decodable text for most or all of grade one - i.e., 'phonics first' program	☛ Longer term results not as clear (past grade 3)	☛ Not a reading focus
				☛ Lack of consistent evidence of effectiveness in grade 1 or for reading
				☛ No research available on Writing to Read 2000

10-13

Early Intervention Review Committee

Research Literature Sub Committee

General Considerations for Recommendations

- Information gathered from research literature is useful but not sufficient to make decisions regarding the selection of programs.
- Research is often conducted by advocates of specific program who wish to present their programs in the best light.
- Consistency of delivery and delivering the program as designed are key factors in determining a program's success.
- Flexibility and adaptability of programs, to address the needs of individual students, schools and communities are necessary to meet system needs.
- Schools require a menu of choices when selecting programs to meet the needs of their school community.
- Limited time was available to collect local data for this review, even though local data is most relevant to the issue of program effectiveness. Consider anticipating and scheduling such initiatives into the system calendar annually.
- School personnel must ensure that classroom, remedial and supplementary programs address all of the expectations of The Ontario Curriculum.

- Schools should continue to choose and develop programs to meet students' needs with the resources that are available.
- Assessment of all curriculum expectations, using a variety of relevant tasks, is a required component of all programs.
- The literature indicates that successful remediation is the result of the individualization and intensification of a sound classroom program.
- Teacher collaboration to integrate classroom and remedial programs, allows for the improvement of student performance and longer term maintenance of skills.
- Early identification, intervention and tracking require relevant, good quality assessment tools for schools.
- Teachers and administrators need in-service in methods of accessing, interpreting and using research for evaluating alternatives available in programming.
- Schools require board guidelines to assist in both the selection of literacy programs and the monitoring of program effectiveness.

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Early Intervention Review Committee

Program Results Sub-Committee Report

10-16

Early Intervention Literacy Program Review 1998-99

Hamilton-Wentworth Early Intervention Literacy Programs:
Program Results Committee

Programs

Schools were surveyed to collect data on use of the four target programs – Writing to Read, Reading Recovery, Open Court, and All Star Reading, as well as "Other" early literacy intervention programs. (See survey p. 10 – 12.) Responses were received from 75 of 96 schools (78%) with senior kindergarten and grade 1 programs.

Schools choose one or more early intervention literacy programs according to school needs and resources, and the purpose/context for the program. Early intervention programs may be: *supplementary* to classroom language programs, providing additional assistance, practice or a specific focus for at risk or compensatory students; *remedial or tutorial*, providing intensive assistance for at risk or exceptional students; or *classroom literacy programs* intended as the full language program for a class or classes. Programs were reported as follows.

All Star Reading (Supplementary program)

All Star	8	
All Star with Open Court:	2	
All Star with Open Court and Other program*	3	(*See list of "Other" programs p.5.)
All Star with Other program	6	
All Star with Reading Recovery and Other program	4	

All Star Reading program reported by 23 schools

Open Court Collections for Young Scholars (Literacy program or remedial program)

Open Court-full/remedial	21
Open Court with Other program	7
Open Court with All Star and/or Other program	4
Open Court with Writing to Read	1
Would like/will have Open Court Fall '99, as above	4

Open Court program reported by 33 schools
(28 full language program, 5 remedial use only).

Reading Recovery program (Tutorial program)

Reading Recovery with All Star and Other program	4

Reading Recovery program reported by 4 schools

Writing to Read program (Supplementary program)

Writing to Read	4
Writing to Read with Open Court, as above	1
Writing to Read with All Star	1
Writing to Read with Other program	2
Writing to Read with All Star and Other program	2

Writing to Read reported by 10 schools

Other early intervention programs, school-designed or commercial

Other	7
Other with All Star	4
Other with All Star and Open Court	5
Other with All Star and Reading Recovery	4
Other with Open Court	7
Other with Writing to Read	2
Other with Writing to Read and All Star	2

Other early literacy intervention programs were reported by 31 schools

The following are statements by school personnel, reporting ***factors contributing to effectiveness/lack of effectiveness*** of programs. Multiple mentions are indicated in brackets

Factors contributing to . . .

Effectiveness <.....> Lack of Effectiveness

All Star Reading (23 schools)

- Available/dependable volunteers (14)
- Success based (6)
- Daily home reading (3)
- Teachers using strategies in class (3)
- 1 to 1 reading for students (3)
- Accommodating needs of volunteers
- Regular assessment
- Low cost

- Lack of dependable volunteers (5)
- Lack of parent follow-up
- Type of students

Open Court (33 schools)

- Step by step phonetic approach to reading and writing (7)
- Teacher and LRT teaming (6)
- Parent/home involvement and support (6)
- Logical and sequential program (5)
- Complete reading program – comprehension, literature, phonetic awareness, linguistic awareness, phonics (5)
- Planning continuity in the school (4)
- Develops strong decoding skills (3)
- Multi-sensory approach (3)
- All classroom students benefit – every level (2)
- Builds on phonics (2)
- We offer a 'basic' Open Court program using the essential program items, not the extras (2)
- Oral repetition (2)
- Gives students confidence
- Meets needs of a diverse group
- Teachers like progression
- Students like predictable routine
- Novel studies can be expanded to meet needs/interests of students
- Leaves nothing to chance
- Children can read and write at end of grade 1
- Cooperative ordering
- Consistent delivery
- Pre-teach vocabulary
- Whole language programming
- Administrative support
- Small group support
- Children enjoy games and activities, and doing well
- Children grouped according to ability
- Beneficial to weak students
- Main factor is teacher's willingness to teach in a very structured format. Great for beginning teachers.
- Allows students who learn how to read to excel.
- When books have been purchased, we will only be buying workbooks for Gr.1 and for students with special needs
- Nature of the program – lock step/repetitive, lots of practice, fun, humourous, engaging resources, comprehensive
- Buying non-consumables is expensive, but worth every penny.

- Time consuming to follow all steps in a lesson (5)
- Expensive to initiate/ongoing associated costs (3)
- Lack of consistency in program delivery; need teacher training (2)
- Lack of volunteer/co-op support (2)
- Children are reluctant to write own sentences
- Staff who do not support the program
- Lack of sufficient materials
- Creates a negative appreciation regarding reading in SK
- No remediation strategies
- Students don't seem to enjoy the stories
- If student has an auditory problem, some difficulties have arisen with the phonics
- Problems are created due to the following
  1. The gap that occurs between the fluent readers and those who are still struggling.
  2. Programming difficulties due to the whole class methods of the teacher guide.

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Reading Recovery (4 schools)

- Highly trained teacher(4)
- Parental involvement (4)
- One-to-one instruction (3)
- Very regimented
- Levelled books
- Regular attendance

- Lack of parental support
- Student absence

Writing to Read (10 schools)

- Educational Assistant (5)
- Individualized, self-paced program, work never missed due to student absence (4)
- Repetition of phonetic sounds develops strong decoding skills (2)
- Multi-sensory approach to phonics (2)
- Frees children to write using their entire vocabulary (2)
- Accommodates a good number of children each day, but still allows for individual help when needed (2)
- Worthwhile in providing assessment of reading difficulties (2)
- Allows all students to experience success
- Used in conjunction with classroom language programs
- Dedication of teachers, belief in program
- Teaching strategies carried over throughout all grades and itinerant programs
- Parental support (some fundraising)
- 39% of students in school served by WTR
- All grade 1's decoding words (except one or two at risk); grade 2's reading, grade 3's reading chapter books
- Teachers bring themes/topics into program
- Application of cycle words in other contexts (e.g., patterns, rhymes)
- Time with LRT to consolidate readiness skills
- Gradual progression to standard English spelling
- Regular home contact as completed journals go home
- Children like this program
- Provides continuous review and opportunities for application of knowledge.
- Provides an uncluttered, consistent phonemic spelling system.

- Lack of *Writing to Read 2000* (4)
- Cost of journals (2)

Other Programs (31 schools)

The following programs and initiatives were reported. Each program/initiative was reported at least once, if listed, with multiple reports indicated in brackets.

Jolly Phonics (7)
Volunteers (3)
Sounds Abound (2)
(2)Auditory discrimination (2)
Word Birds
Finger Phonics
Word families
Spalding Writing Road to Reading
Phonics
Merrill reading series
Educational Assistant
BRIDGE Spelling
Guided reading
Barnell-Loft Prescriptive Spelling
Phonemic synthesis

Learning Resource/Centre Teacher(s) (6)
Early Learning Grant (2)
Snuggle Up and Read (2)
Book Bag
H.E.L.P
Speech intervention program
Megawords
Early Success (Houghton-Mifflin)
Whole language
Writing process
COVE Phonics
Steck-Vaughn Building Sight Vocabulary computer program
Hooked on Phonics
Phonemic awareness
Rosner Auditory

Reading Buddies (3)
Linguistic awareness(2)
Individualized reading
Read and relax room
Classroom teachers
Enrichment
BRIDGE reading series
Individualized home study
Spelling program
DLM
TARGET Spelling
The Phonics Game
Listening skills program
Rosner Readiness

10-19

Factors contributing to . . .

Effectiveness <.....> Lack of Effectiveness

Other Programs

- Collaboration among teachers and LRT to address specific needs for specific students (13)
- Volunteers (5)
- Tracking/monitoring student progress (4)
- Early Learning Grant (4)
- Home support (4)
- Consistency of daily/nightly reading (4)
- Highly trained E.A. (3)
- Children remember the fun actions for the sounds (3)
- Small group instruction (2)
- Team approach (2)
- Rapport with students
- Small chunks
- Rewards
- Positive environment
- Students start at their own skill level and progress at their own speed.
- Early identification via baseline testing
- Learning model viewed as priority by administration
- Based on curriculum expectations
- Each school responsible for their own programming and materials to do what is best for them and their students.
- Very specific testing and programming
- Daily lessons, high pace, serves more children
- Tracking
- Suitable materials
- Timetabling
- Training of volunteers
- Commitment of teachers
- Expertise of teachers
- Individual attention
- Repetition

- No one program is effective in meeting all students' needs.

- Once E.L.G. is gone, these programs will cease.

Effectiveness of Programs

1) **School ratings of effectiveness*** from the surveys are reported for each program, regardless of the combination in which the programs occurred.

	Not Effective 1	2		3		Very Effective 4
All Star		4	2	9	1	5
Open Court-full program				9	2	13
Open Court-remedial			1	1		3
Reading Recovery				1	2	1
Writing to Read				1		2
Writing to Read 2000						6
Other			1	15	6	6

* *Number of ratings is not the same as number of programs reported on p.1 because some schools did not provide ratings of effectiveness for all programs.*

2) **School *evidence of effectiveness*** was voluntarily contributed by schools. This information is summarized for each program, in the context of other evidence, and of factors identified as contributing to effectiveness or lack of effectiveness of programs. The following general considerations are also relevant.

Effectiveness...for whom? by whom? how? on what measures? over what time period?

- An educational program may be effective for certain types of students and not others.
- A program may be effective when implemented in one way and not another.
- A program may be most effective when the beliefs and philosophies of those required to implement the program are in line with the nature of the program, but not when there is a mismatch in this respect.
- Since programs are often delivered in conjunction with other programs, effects of individual programs are sometimes difficult to decipher. School personnel are in the best position to interpret program effects.
- If programs have just been implemented this year, pre-program assessment may have been carried out, but post-program data is generally not available for mid-year review (e.g., All Star, Open Court).
- The Grade 3 EQAO student assessment results are not yet very useful for evaluating program effectiveness since the 1997 and 1998 assessments were based on different curricula and thus, according to EQAO, not directly comparable. Some tentative conclusions can be drawn if school increases exceed those for the system or province, or if higher rates of improvement are noted in a focus area compared to other areas (e.g., writing, not reading).
- Writing to Read was implemented in city compensatory education schools prior to the implementation of CAT/2 system assessment; thus historical CAT/2 data is not useful for pre-post evaluation of the effectiveness of this program at the system level.
- Schools most effective in improving students' achievement are not necessarily those with the highest scores at a given point in time. At least two, preferably three comparable 'data points' over time are necessary to provide reliable evidence of improvement/effectiveness.

Broad based analysis of system/provincial results would not provide immediate, clear answers to the current question of program effectiveness, due to the large variety of factors influencing those results in schools, and the limited amount of comparable data currently available. In the future, examination of these large scale assessment results over time and in school contexts may yield good information about program effectiveness. However, given the timing and time available to conduct this review of program effectiveness, it was determined that focused information from schools would be most efficient.

Schools with fully implemented programs and data 'on hand' were asked to voluntarily submit it for consideration. This data has been collated for each program, evaluated and summarized by the Program Research Analyst for the four programs of interest in this review.

The analysis and summary reported below can be considered preliminary statements of effectiveness of these programs in our schools, where fully implemented. In essence, no program is "effective" in and of itself, but only in relation to its appropriate implementation in appropriate circumstances, in relation to other initiatives in place at that time, judged over time, on measures relevant to curriculum expectations.

All Star Reading Program

Due to its supplementary nature, few schools were able to report on effectiveness of this program separately. Anecdotally, teachers and parents are reported to have observed improvement in the reading skills and use of reading strategies of these at risk students when involved in the All Star program.

Students spend 60 to 90 minutes per week out of their regular class; thus, future documentation of effectiveness seems important. Parent input would be quite relevant due to the home program component.

Open Court Collections for Young Scholars

Schools report improvements in E.Q.A.O. Reading and Writing scores (from 1997 to 1998), school-based assessments (writing samples, spelling tests, etc.) in support of effectiveness of this classroom literacy program and sometimes remedial program. Statements indicate that at risk students may demonstrate more than a year's growth in a school year in specific skills which are the focus of the early Open Court program (e.g., phonemic awareness, letter-sound knowledge, spelling, word reading). Students' performance on writing samples, assessed in comparison to grade level expectations in the Ontario Curriculum, show stronger and more consistent performance in primary classes which had Open Court throughout, than in junior classes which did not have the program in primary.

These significant improvements in aspects of students' achievement are noted. As with other classroom literacy programs, significant numbers of students continue to require additional literacy intervention. Continued data collection is needed to verify effectiveness for all students across all curriculum expectations, within the time allotted for language programming in our schools. Consensus in teaching philosophy congruent with the program appears to be a significant factor in its success, and may need to be revisited with administrative and teacher transfers and considered by schools choosing programs.

Reading Recovery

Reading Recovery students are the Grade 1 students with the lowest scores on the Clay Diagnostic Survey associated with Reading Recovery, starting with the oldest of these children. When students score at the end of grade 1 level on this same assessment within 12-20 weeks, they are considered successfully discontinued. In one year, in one school, one (.5) Reading Recovery teacher would work with 8-12 students. In an 'average' school with two grade one classes, this would represent most or all of the at risk students (typically 15-25% of a school population).

Data received from our schools indicates that rates of successful discontinuation are 80% or better. This compares favourably with rates for Toronto and other jurisdictions, where on average about 75% students are successfully discontinued. Students successfully discontinued are continuing to show good progress without retention, special education, resource or other assistance. These students continue to function at grade level one to two years after participating in the program. (Length of follow up reflect the fact that these programs have been in place for two to three years.) Letters submitted by parents of these students indicate strong support for the program's effectiveness in improving students reading, reading strategies, ability to cope with regular classroom requirements, and in assisting parents in knowing how to help their child at home. Parents acknowledge the expense of a one-to-one program with a trained teacher, but point to its effectiveness in a short period of time to justify the expense.

The students not successfully discontinued did show some improvement, are receiving additional resource assistance and are being referred for further assessment and possible IPRC. They seem to represent students with significant learning difficulties. The Reading Recovery program is susceptible to effects of student absence and mobility: it is available in only a few sites, the program effects are cumulative, and the expense (teacher salary) is high if students are absent or move during the program. These do not appear to be significant issues in the current settings, but schools should consider these factors if contemplating implementation of Reading Recovery.

The Reading Recovery program in our schools and elsewhere seems to be most effective with students 'at risk' for academic delays without intervention, but not experiencing an identifiable learning disability. These students, according to other local research (Psychological Services Report, 1995) are known to

be even more 'at risk' for failing to complete secondary school than our exceptional students. The value of Reading Recovery with these particular students warrants continued monitoring.

Writing to Read

Schools report a variety of assessment data in support of the effectiveness of this program, which is focused in compensatory schools which may also have a high ESL population. The self-paced nature of the program is useful with these students with high absence rates, and those who transfer to other compensatory settings. Schools' EQAO score in Writing, and assessment of students' writing samples show these students functioning near or at provincial standards despite disadvantages upon entering school. Benefits of the program are evident for writing, but not as clearly in reading except where additional intervention programs are designed to complement Writing to Read. The benefits of the program for reading warrant further monitoring.

A previous evaluation of Writing to Read in Hamilton schools was cited by several schools as evidence of its effectiveness. Results of the 1990-91 study indicated that students in compensatory education schools with Writing to Read developed better writing skills than students in compensatory education schools who did not have the program, from senior kindergarten to end of grade one. Students in these four schools improved to the level of students in non-compensatory, 'average' schools.

Other Programs

Evidence of the effectiveness of the teacher-designed *Word Bird* program has been provided via pre and post student assessment in reading. This program may be of interest to other schools. Use of the *Jolly Phonics* program is common, suggesting but not clearly validating its effectiveness. Most schools reported individualized programs via resource assistance, either as the sole early intervention or in combination with other programs. E.Q.A.O. scores were cited in support of effectiveness, but reflect the impact of these and other school initiatives. Students' achievement over time, in relation to improvements in provincial and other assessment results, will provide the best evidence of program effectiveness.

10-23

Researcher's Endnote

The passionate commitment of the committee members, instructional support staff, principals, teachers, educational assistants, and parents involved with the programs and the review deserves special notice. None of the material encountered in this review fully identified this passion and hard work which is the **single most significant factor** in the effectiveness of these and other educational programs and our students' success in learning. Additionally, we are wise to take note of one researcher's lament:

> *"These discussions have the potential to move...reading instruction away from the elusive search for a single best method to the confrontation of a fundamental issue: Why are the instructional elements that have consistently been associated with high levels of literacy attainment not given in all...programs?"*
> (E. Hiebert, 1994)

Connie Kidd

1999-04-17

10-24

APPENDIX 1: *EARLY INTERVENTION LITERACY PROGRAMS COMMITTEE SURVEY*

This committee was formed "...to review program effectiveness with respect to student achievement and relative cost..." as recommended in the Curriculum Processes Transition Committee report presented to the Board (January 21, 1999). The group consists of parents, teachers, educational assistants and administrators who have volunteered to assist with the review. The four workgroups and chairs are as follows: Research Literature (Ken Sanford), HWDSB Program Results (Connie Kidd), Funding Models (Laura Romano), Program Costs (Rosemary Coomber).

This survey requests input from all schools to provide information about ***all types of effective early intervention (remedial) or prevention (whole class) literacy programs in our schools*** including, but not limited to, Writing to Read, Reading Recovery, All Star Reading and Open Court. (See item 6 below.) The information collected via this survey will be helpful to all workgroups. It will also be used to identify a few schools for follow-up to obtain more in-depth information about effective programs. (See item 1 below.) If you have questions about this survey, please contact Ken Sanford (ext.2434;) or Connie Kidd (ext. 2355; ckidd@hwdsb.on.ca).

Please print and fill out the attached survey and put it in the Board mail by FRIDAY MARCH 12, 1999 to Connie Kidd, 3rd floor, Ed. Centre.

Please respond to Sections 1 to 6 if relevant to your school.

School Name_____

1. ***IF ASKED for follow-up***, indicate ***what types of evidence you would provide*** to support the effectiveness of your early intervention program(s)/initiative(s) (2 to 6 below).

School-based assessment data _____
(curriculum-based assessment, standardized assessment, report card summary data, etc.)
System-wide assessment data (CAT/2) _____
Provincial assessment (EQAO) _____
Retention/promotion data _____
Referral rates (Psych., IPRC, etc.) _____
Other data?_____ _____

---

2. ***WRITING TO READ___ WRITING TO READ 2000 ___***

The program is delivered to...
ALL students in grade(s)_____ ***and/or*** SOME students requiring extra help with literacy____.

(# per year)

Personnel involved in organizing and delivering the program include...
Classroom teachers_____(#) _____ (minutes/wk.)
Learning Resource/Learning Centre/Special Education teachers_____(#) _____ (minutes/wk.)
Educational Assistants_____(#) _____ (minutes/wk.)
Volunteers____ (#) _____(minutes/wk.)
Other ?_____ ____ (#) _____(minutes/wk.).

Our computer lab is _____(fully operational / needs updating, etc.)

The total program cost to the school, per year is $_____, *which is funded from school budget* $_____ *and/or school fundraising* $_____ *and/or other sources*_____$_____.

Based on your evidence, how effective do you believe the program is in preventing/remediating early literacy problems in your students?

1.....2.....3.....4
Not Effective

Very Effective

What factors contribute to the effectiveness or lack of effectiveness of the program?

_____
_____
_____

_____

10-25

3. *ALL STAR READING*

The program is delivered to...

ALL students in grade(s)_____ ***and/or*** SOME students requiring extra help with literacy____

(# per year)

Personnel involved in organizing and delivering the program include...

Classroom teachers_____(#) _____ (minutes/wk.)
Learning Resource/Learning Centre/Special Education teachers_____(#) _____ (minutes/wk.)
Educational Assistants_____(#) _____ (minutes/wk.)
Volunteers____ (#) _____(minutes/wk.)
Other ?_____ ____ (#) _____(minutes/wk.).

The total program cost to the school, per year is $_____, *which is funded from school budget* $_____ *and/or school fundraising* $_____ and/or *other sources* _____$_____.

Based on your evidence, how effective do you believe the program is in preventing/remediating early literacy problems in your students?

1.....2.....3.....4
Not Effective Very Effective

What factors contribute to the effectiveness or lack of effectiveness of the program?

_____
_____
_____

---

4. *OPEN COURT (COLLECTIONS FOR YOUNG SCHOLARS)*

The program is delivered to...

ALL students in grade(s)_____ ***and/or*** SOME students requiring extra help with literacy____

(# per year)

Personnel involved in organizing and delivering the program include...

Classroom teachers_____(#) _____ (minutes/wk.)
Learning Resource/Learning Centre/Special Education teachers_____(#) _____ (minutes/wk.)
Educational Assistants_____(#) _____ (minutes/wk.)
Volunteers____ (#) _____(minutes/wk.)
Other ?_____ ____ (#) _____(minutes/wk.).

The total program cost to the school, per year is $_____, *which is funded from school budget* $_____ *and/or school fundraising* $_____ *and/or other sources*_____$_____.

Based on your evidence, how effective do you believe the program is in preventing/remediating early literacy problems in your students?

1.....2.....3.....4
Not Effective Very Effective

What factors contribute to the effectiveness or lack of effectiveness of the program?

_____
_____
_____

10-26

5. READING RECOVERY

The program is delivered to...

ALL students in grade(s)_____ ***and/or*** SOME students requiring extra help with literacy____

(# per year)

Personnel involved in organizing and delivering the program include...

Classroom teachers_____(#) _____ (minutes/wk.)
Learning Resource/Learning Centre/Special Education teachers_____(#) _____ (minutes/wk.)
Educational Assistants_____(#) _____ (minutes/wk.)
Volunteers____ (#) _____(minutes/wk.)
Other ?_____ ____ (#) _____(minutes/wk.).

The total program cost to the school, per year is $_____, which is funded from school budget $_____ and/or school fundraising $_____ and/or other sources_____$_____.

Based on your evidence, how effective do you believe the program is in preventing/remediating early literacy problems in your students?

1.....2.....3.....4
Not Effective Very Effective

What factors contribute to the effectiveness or lack of effectiveness of the program?

_____
_____
_____

6. OTHER EARLY INTERVENTION/PREVENTION PROGRAMS OR INITIATIVES IN YOUR SCHOOL

Describe

_____
_____
_____

The program is delivered to...

ALL students in grade(s)_____ ***and/or*** SOME students requiring extra help with literacy____

(# per year)

Personnel involved in organizing and delivering the program include...

Classroom teachers_____(#) _____ (minutes/wk.)
Learning Resource/Learning Centre/Special Education teachers_____(#) _____ (minutes/wk.)
Educational Assistants_____(#) _____ (minutes/wk.)
Volunteers____ (#) _____(minutes/wk.)
Other ?_____ ____ (#) _____(minutes/wk.).

The total program cost to the school, per year is $_____, which is funded from school budget $_____ and/or school fundraising $_____ and/or other sources_____$_____.

Based on your evidence, how effective do you believe the program is in preventing/remediating early literacy problems in your students?

1.....2.....3.....4
Not Effective Very Effective

What factors contribute to effectiveness or lack of effectiveness of the program?

_____
_____
_____

Thank you for your assistance. Kris Crozall Superintendent of Education

10-27

Hamilton-Wentworth Early Intervention Literacy Programs:

Program Results Committee

Summary of Findings

- *Schools have voluntarily provided data on hand to support the effectiveness of these programs in their schools.*

- *Reports include anecdotal, EQAO, CAT/2, and school-based assessment data (reading, writing scores/samples, spelling tests, etc.). Current data validates effectiveness of Open Court, Reading Recovery and Writing to Read when implemented appropriately in relevant school contexts. Some considerations are noted regarding need for further monitoring of effectiveness with all students, across all curriculum areas, and of maintenance of results over time. Anecdotal reports indicate effectiveness of All Star Reading, but further evidence may be useful in future.*

- *Evaluation of the effectiveness of all "Other" programs reported by schools is beyond the scope of this review, but the list of programs may be useful information for schools. Clarification of the nature and effectiveness of "Other" non-commercial, non-packaged programs – e.g., designed by schools to meet individual students' needs – may be valuable in the future as research evidence often identifies an "eclectic", student-centred program as "best practice".*

- *Detailed information submitted by schools regarding "Factors contributing to effectiveness/lack of effectiveness" is a valuable source of qualitative information about the necessary contexts for program effectiveness. Schools may wish to consult this information to determine whether a particular program might suit their needs.*

- *Continual monitoring of the effectiveness of these and other programs is warranted.*

10-28

Hamilton-Wentworth Early Intervention Literacy Programs:

Program Results Committee

CONSIDERATIONS

Schools continue to select, implement, monitor and report on effectiveness of programs according to their needs, resources, and school and system plans.

The system continue to monitor effectiveness of system programs through annual reports from schools re program effectiveness, designed to meet system needs and included in the system calendar.

Schools be provided with resources and support for monitoring effectiveness of their programs, and communicating results.

10 - 29

Early Intervention Review Committee

Funding Model Sub-Committee Report

10-30

EARLY INTERVENTION REVIEW COMMITTEE

FUNDING MODEL SUB-COMMITTEE

Summary of Findings

- Approximately ten other District School Boards in Ontario were contacted for the purpose of comparing models of funding for various early Intervention Programs.
- Most District School Boards that were contacted only funded programs that met Board and Provincial criteria, and "fit" a board-wide literacy policy or plan. Please see funding model summary sheets for information about specific programs.
- Programs that received central system support were also supported through staff training and/or resources.
- Very few programs were centrally funded across the province. Early Literacy Programs were generally school based decisions funded by internal school budgets and creative timetabling and/or fundraising to provide the program.
- All District School Boards that were contacted had limited local research and data on individual programs.

EARLY INTEVENTION REVIEW SUB-COMMITTEE
FUNDING MODELS

SDSB:	**Simcoe County District School Board**	**WSCDSB:**	**Hamilton-Wentworth Catholic District School Board**
DSBN:	**District School Board of Niagara**	**WDSB:**	**Waterloo District School Board**
UGDSB:	**Upper Grand District School Board**	**D/PCDSB:**	**Dufferin/Peel Catholic District School Board**
DSBONE:	**District School Board Ontario North East**	**PDSB:**	**Peel District School Board**
TDSB:	**Toronto District School Board**	**HDSB:**	**Halton District School Board**

INFORMATION REQUESTED	*Reading Recovery*	*Open Court*	*All Star*	*Writing to Read (or similar program)*	*Other Programs*
Early intervention programs used, and to what extent	**SDSB** - No system-wide initiatives – only school based programs -				Start Reading – Board created program First Steps – 35/82 schools Auto Skill Academy of Reading Formalized programs remedial reading only – all elementary schools
	HWCDSB – 6 sites so far	2 sites - (Kindergarten)			Early intervention strategy program
	DSBN – presently in 30 sites		A few schools have gone to in-services and begun the program in varying degrees		RIIST – Reading Intervention Instructional Strategies – developed by Niagara South Bd – a balanced program First Steps K-8 presently 55 former Lincoln Schools Phonemic Awareness – students are bused to 2 schools – ½ day programs – receive intensive program to develop phonemic awareness skills
	WDSB – 20 sites		10 schools in entire system		Nelson – Early Success
	UGDSB: - small sample	33 schools			Some Jolly Phonics
	DSBONE:	Yes – 8 schools			
	D/PCDSB: 8 part time	18 schools	Small sample		First Steps Handful
	PDSB: Yes, limited number of schools because of funding. Short term intervention in Grade One	Yes, a couple of schools experimenting	Yes. Most schools		First Steps – 50 schools Auto Skill – limited elementary sites
	TDSB: Limited number				

INFORMATION REQUESTED	*Reading Recovery*	*Open Court*	*I Star*	*Writing to Read (or similar program)*	*Other Programs*
Continued..... **Early intervention programs used, and to what extent**	**HDSB:**		Yes – all schools, classroom-wide as well as early intervention		DSB is creating their own support material based on their Balanced Literacy Model. Teacher binder supports this program, although not ready year. First Steps in all schools – centrally funded
How programs are funded. (centrally, school-based, grants, etc.)	**SDSB**				System/school Early Learning Grants
	HWCDSB – Board funds supplies and teacher/training costs. Early learning and learning opportunities grant Budget for Special Ed. Schools with R.R. have smaller budget for other resource needs	No funding due to American program/content			Funded as all resource is.
	DSBN – Mostly system – some re-organization and commitment at the school level		In-service provided by Board, supplies and books supplied by schools		First Steps – shared Board and school funding approx. $1500 start up plus in-service for teachers Phonemic Awareness – board expense
	WDSB – Central – Program/Training. School must do creative planning to provide in-school support		School budget		School budget
	UGDSB – school funded	System. Early Learning Grant			System will fund
	DSBONE	Original funding for pilot – Group effort – Curriculum Dept. budget – Spec. Ed. Preventative Prog. Budget 50% Curriculum Dept – Bd 50% - School funded			
	D/PCDSB – System pays ⅓, school ⅓ out of Spec. Ed.	Original funding Superintendent/Director			Schools

10-32

INFORMATION REQUESTED	*Reading Recovery*	*Open Court*	*All Star*	*Writing to Read (or similar program)*	*Other Programs*
Continued..... How programs are funded. (centrally, school-based, grants, etc.)	**PDSB** – Participating school must allocate ⅓ staff member to project, and requires training in summer ∴ demand on staffing and class size, Central budget covers a Reading Recovery Centre which has a trained teacher. This Centre also provides training for Peel Dufferin Catholic Board ∴ some cost recovery **TDSB** – Staff member numbers adjusted to accommodate program **HDSB** -	School based School council assisted	Centrally each school is given the binder/video and copyright duplication fee from Halton DSB – Supported by 40 elementary resource teachers (consultants) School based budget Halton Social Planning Council (Region of Halton assists program by co-ordinating volunteers for schools who do not have volunteers. Trillium Funds assist with the council.) London Telecom works with an Oakville school by supporting all Star with volunteers		3 tutors trained with central budget 4 years ago – since initial training they have used some creative means to increase tutors ie. Superintendent pays 1/3, school 1/3, School Council 1/3 – now up to 18 tutors and a Focus Teacher Network - Auto Skill school funds only
Future plans for programs.	**SDSB** **HWCDSB** – will continue to expand	No expansion planned - may discontinue the 2 sites			Would like to have First Steps in all schools next year.

10-33

INFORMATION REQUESTED	*Reading Recovery*	*Open Court*	*All Star*	*Writing to Read (or similar program)*	*Other Programs*
Continued... Future plans for programs.	**DSBN** – Presently under review by the Literacy Initiatives Committee		-because this program has been basically school-funded it is not presently on their review list.		RIST and First Steps – Presently under review by the Literacy Initiatives Committee First Steps
	WDSB – under review in Spring 2000		Spring 2000 consideration		Spring 2000 consideration
	UGDSB – No plans to expand	Board supports Open Court	No intentions to promote programme		
	DSBONE –	Continuation			
	D/PCDSB – Not sure	Continue with schools			Use as writing support
	PDSB –On-going participation		On-going participation		
	TDSB – Plan to pay very close attention to Board-wide program over the next few months				
	HDSB -		Continued use of this program		Continued implementation of the Halton Balanced Literacy Model

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board: Hamilton-Wentworth Catholic

Contact Person/Position/Phone#: Mike Costello,Curric. Co-ord. (525-2930 Ext 2167)

Elementary Student Population: 18,015.5 (JK-8)

Data Collected by: Julie Bieri (598-0740)

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	Deal with Halton/Niagara Catholic to share cost of teacher-leader Funded since 1995 6 sites so far 6-8 kids per site 3-way funding for leader	Does not meet their philosophy/standards 2 sites (Kindergarten)	Has no information on these programs No board support There may be limited use if funded by individual schools		Early intervention strategy program - language resource teacher or Special Ed.
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).	Kids are not formally tracked "Very high success rate" A few require other interventions				For those at risk in grade 1 with parental permission Small group work in resource
How is the program funded? System or school based?	Board funds supplies and teacher /training costs	No funding due to American program			Funded as all resource is
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)	Early learning and learning opportunities grant Budget for Special Ed.				
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?	* Schools with R.R. have smaller budget for other resources needs i.e. speech	2 kindergarten sites being reviewed Philosophy etc. Funded by school ? How? Contact was not sure			
Future Board plans for Early Intervention Programs.	Will continue to expand	No expansion planned May discontinue the 2 sites			

10-35

Note: Reading Recovery techniques and principles are taught to all primary teachers and similar materials are provided for classroom use and learning opportunities pr

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board Halton District School Board

Contact Person/Position/Phone# Mary Marshall, Early Learning Instructional Consultant/ (905) 335-3663 Ext. 325

Elementary Student Population 35,000

Data Collected by: Laura Romano

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	No	No. This program is not supported by Early Learning Team because it does not meet the needs of Halton DSB students (i.e. program does not meet the needs of individual students and is not developmental in nature)	Yes. – all schools - classroom wide as well as early intervention	No	DSB is creating their own support material based on their Balanced Literacy Model. Teacher binder supports this program, although not ready yet. First steps in all schools – centrally funded
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).			1983/84 – Data - Soft data only - Not available		No
How is the program funded? System or school based?			School Based budget		
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)					
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?			Halton Social Planning Council (Region of Halton assists program by co-ordinating volunteers for schools who do not have volunteers. Trillium Funds assist with the council.) - London Telecom works with an Oakville school by supporting All Star with volunteers. - Parents – volunteers – funds for books		
Future Board plans for Early Intervention Programs.	Funding model does not allow for this program to be offered	Early Learning Team does not plan to endorse this program.	Continued use of this program as a component of the Halton Balanced Literacy Model.		Continued implementation of the Halton Balanced Literacy Model.

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EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board Toronto District School Board

Contact Person/Position/Phone# Denise Gregory – Research Dept. 416-396-7936
Suzanne Wilkins, Eng. Lang. Center 416-396-6969

Elementary Student Population _____

Data Collected by: Landra Smith

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	Former Scarborough	------ *Substantial research and data -- not available* ------			
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).	faxed				
How is the program funded? System or school based?	Staff member numbers adjusted to accommodate program				
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)	Plan to pay very close attention to Board-wide program over the next few months.				
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?					
Future Board plans for Early Intervention Programs.					

10-37

The sense i[illegible] most other programs including Open Court are used as a [illegible]e fix. Reading Recovery has been followed and well doc[illegible]ted.

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board District School Board of Niagara

Contact Person/Position/Phone# Janet Killins/Consultant - Research & Eval (Early Identificat Ext 2214

Elementary Student Population 32,000

Data Collected by: Nancy Fernihough

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	- found in the former Lincoln Board - presently in 30 schools (35 began the project) - there were a total of 55 schools eligible	- Discussion only	- has not been a board-wide initiative - a few schools have gone to in-services and begun the program in varying degrees	No	RIIST - Reading Intervention Instructional Strategies - Program developed by Niagara South Board and developed at t board level - covers primary to secondary - developed to provide a balanc reading program - identifies skills taught to each grade First Steps - Former Lincoln I Australian Program K-8 Presently in 35 or 55 form Lincoln Schools Phonemic Awareness - Forme Niagara South - presently in Welland, Port Colbourne and Fort Erie - students are bused to 2 school for ½ day program - receive intensive program to develop phonemic awareness skills
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).	- there is no centrally gathered data at this time - each site is presently preparing an individual report the Curriculum Services Admin. And for their Literacy Initiatives Committee (Niagara version of Early Intervention)		- No		RIIST - system wide monitoring of student achievement using Gates McGinite as an indicator - generally speaking it has made a positive impact on reading scores -the results of the present study will be shared with th board and the trustees in the spring First Steps - no data presently available - Phonemic Awareness - no data presently available
How is the program funded? System or school bas[illegible]	- mostly system - some re-organization and commitment at the school level		- In-service provided by board - supplies and books supplied by schools		First Steps - shared board and school funding approx. $1500 start up plus in-servi for [illegible]iers Pho[illegible]r Awareness

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)	- has been an initiative from an envelope of Curriculum Services - program is presently under review - cannot predict what will happen as it is a very expensive program				
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?	- some support initiated by school funds - often classes are doubled etc. for the afternoon in order to free up a teacher		- school funds for extra books		
Future Board plans for Early Intervention Programs.	Presently under review by the Literacy Initiatives Committee		- because this program has been basically school funded it is not presently on their review list		RIIST and First Steps -Presently under review by the Literacy Initiatives Committee First Steps

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board: Waterloo DSB

Contact Person/Position/Phone#: Nora McFarland- Co-ordinator Program & Instruction 1-519-570-0300

Elementary Student Population: _____

Data Collected by: Ms. Susan Fox

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	2 teachers - ½ time position RR mandate - ½ time teachers Trainers & Support - fluctuates year to year depending on schools needs, student clientele approx. 20 schools - 1/5 of schools - small percentage - no data	Political hot potato - not happening in Waterloo	- 10 schools in entire system - - very limited	Ø	Nelson - Early Success/ Soar to Success - 1st Step - Australian Irwin - SK-8 professional development Train-the-Trainer 1 school
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).			- Ø - list to be discussed in the Spring		Ø
How is the program funded? System or school based?	- School Budgets - must find $ within school budget - Site based - No system financial support		- school budget		School budget
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)	- Program & Instruction for 2 R.R. teachers - Ø for schools		- Board has not purchased copyright for program		Ø
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?	- creative planning - school budget		- school budget - school decision - creative planning		School budget
Future Board plans for Early Intervention Programs.	- under review in Spring 2000 - expensive - limited		Spring 2000 consideration		Spring 2000 consideration/review

12-40

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board: Simcoe County DSB

Contact Person/Position/Phone#: Lynn Stralnway - Curriculum Consultant (705) 728-7570 Ext 732

Elementary Student Population: 82 Elementary Schools

Data Collected by: Laura Romano

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	*No system-wide Initiatives · Only school-based programs ∴ No data on individual school programs*				Start Reading Board created program – system-wide First Steps 35/82 schools * *would like to mandate this program system-wide next year* Auto Skill Academy of Reading Formalized programs remedial reading only - all elementary schools
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).					
How is the program funded? System or school based?					System
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)					Early Learning Grants
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?					
Future Board plans for Early Intervention Programs.					

10-41

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board Peel DSB (905) 890 1099 **Contact Person/Position/Phone#** Brian Hale/English Lang. Co-ord. K-OAC (905) 890 10 Ext. 2532

Elementary Student Population 70,000 **Data Collected by:** Laura Romano

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	Yes - limited number of schools because of funding - short term intervention in Grade One	Yes A couple of schools experimenting. However concerns about focus on one cueing system and on the development of a separate gestural language that deters from the actual "learning of the language"	Yes Most schools. However getting volunteers in certain schools has been problematic		First Steps - 50 schools (Auto Skill - limited elementary sites - more secondary sites)
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).					10-42
How is the program funded? System or school based?	Participating school must allocate ½ staff member to project, and requires training in summer ∴ demand on staffing and class size	School based School council assisted			First Steps - both - see below Auto Skill - school only
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)	Central budget covers a Reading Recovery Centre which has a trained teacher. This Centre also provides training for Peel Dufferin Catholic Board ∴ some cost recovery		Centrally - Each school is given the binder/video and copyright duplication fee from Halton DSB -Supported by 40 elementary resource teachers (consultants)		3 tutors trained with central budget 4 years ago - since initial training they have used some creative means to increase tutors ie. Superintendent pays 1/3, school 1/3, School Council 1/3 - Now up to 18 tutors and a Focus Teacher Network
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?	See above		Must be supported at school level with resources - books and volunteers		
Future Board plans for Early Inter[illegible]on	On-going participation		On-going participation		

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board: Dufferin/Peel Catholic Board

Contact Person/Position/Phone#: (905) 890-1221 Odette Bartnicki - VP- spearheaded pil (talked to Program Dept.)

Elementary Student Population: _____

Data Collected by: M. Scime

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	Some Reading Recovery - 8 part time	18 schools started from Pilot from Holy Cross	Small sample	No	First Steps Handful
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).	No data	Yes – Data Pre, Post Testing Holy Cross	No Data		No Data
How is the program funded? System or school based?	System	Original funding for Pilot from Superintendent /Director			
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)	System pays ½ , school ½ out of Special Ed.	Original funding Superintendent/Director			Schools (?)
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?	Not sure	Continue with schools	No plan		Use as writing support
Future Board plans for Early Intervention Programs.					

10-43

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

Karen Orby, Consult, Literacy, Former Bd.Psych Consultar

District School Board: District school Board Ontario North East

Contact Person/Position/Phone#: Mary Fennell, Principal, Frank P. Kozmetc , Whitney Public School (Looked at Reading/Intervention Programmes for Boar (705) 360 1151

Elementary Student Population: _____

Data Collected by: M. Scime (In consult with Early Learning Committee)

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres . only, etc.)?	No	Yes – 8 schools (beginning to spread – other schools are ordering Sk,1, 2, (3 next Sept.) 12 other small boards now interested as a result of success of 8 schools in this board	No	No	---
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).	No	Yes 8 schools in pilot , Data available on effectiveness of programme Data Review will be sent			
How is the program funded? System or school based?		Original funding for pilot – Group effort Curiculum Dept. Budget Special Ed. Preventative Prog. Budget			60-44
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)		50% - Curriculum Dept. – Bd 50% - School Funded			
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)?		Fundraising/Some curriculum			
Future Board plans for Early Intervention Programs.	No intention of pursuing	None – due to success of Ont. Curriculum and commitment of providing Ont. Curr. – meet criteria for effective early reading programme – Looked at Research & Ont. Curr. Meets criteria			

EARLY INTERVENTION REVIEW COMMITTEE
FUNDING MODEL SUB-COMMITTEE

District School Board Upper Grand District School Board **Contact Person/Position/Phone#** (519(822-4420 Bonnie MacCreechan - Program Supervisor
Paula Augustino , Early Literacy Teacher Leader

Elementary Student Population _____ **Data Collected by:** M. Scime

Questions	Reading Recovery	Open Court	All Star	Writing to Read (or similar program)	Other Programs In Use
What Early Intervention Programs are you using? And to what extent (e.g. ten school sites, board wide, resource centres only, etc.)?	Small sample	Previous Wellington, 21 of 54 schools (pilot this year) Dufferin 12 of 12 – All schools 2 former boards – now one board	No	No	Some Jolly Phonics
Data available support program effectiveness. (e.g. Board Report, Provincial Report, etc.).	No data	Data collected –Gates MacGinte - shows highly effective – To support Open Court 25-40% of pop. In some form of support – has significantly dropped. Now out of 4 or 5 primary classes there might be 4 or 5 children receiving Spec. Ed. Support	No	No	No
How is the program funded? System or school based?	School funded	System			System will fund
If program is centrally funded, where do funds come from? (e.g. Comp. Ed., Early Learning Grants, etc)		Early Learning Grant			
If program is school funded only, where does the support come from (e.g. funding, personnel, resources, etc.)					

10-45

Quest[redacted]	Reading Recovery	Open Court [redacted]	All Star	Writing to Read (or similar program)	Oth[redacted] Programs [redacted] Use
Future Board plans for Early Intervention Programs.	No plans to expand due to success of Open Court or other well-balanced programme that uses Jolly Phonics	Board supports Open Court and has come out with a policy on Early Intervention & SK Early Int. - Board has developed Special programme to help teachers work on literacy skills such as phonemic awareness . Early Learning Literacy Teachers – provide resources/ideas/ reading research) Teachers attend monthly meeting and go back to schools – share with primary teachers SK – Bd document is stronger than Ministry – shcools must have 45 minutes of direct instruction in some early literacy programmes	No intentions to promote programme		Programme Dept. feels this is a small strand of Open Court and will fund this

10-47

Early Intervention Review Committee

Program Costs Sub-Committee Report

Information On Costing and Personnel Reported in School Surveys

Survey Numbe	Program	School Budget	School Council	Fundraising	Number of Gr Student	# of Resource Students	Resource Personnel	Time	Teachers Involved	Time	Volunteers Involved	
64	Open Court	500	0	4500	307 (SK 5)		5 (Spec Ed)	700	10	350	4 @ 120 min per week	
43	Open Court	0	0	0		15	0 2 (Spec Ed)	4				
92	Open Court	1200			96 (Gr 1 & 2)	4 (Gr 3)			6	450		
5	Open Court	1500			106 (SK 2)	10				60		
23	Open Court	4000			100 (SK-1)		3 (1 Spec Ed)	870		1200		
44	Open Court	1500	200	300	108 (Grades 1,2 and some 3s)		3 (Spec Ed)	300	5	1500		
81	Open Court	3000			67 (Gr 1)				1	300		
65	Open Court	1800		1800	199 (SK-3)				8	3000		
41	Open Court					10 (ESL)	1 (Spec Ed)	225				
42	Open Court	1600			60 (Gr 1 and low 2s)				1	300		
31	Open Court	1200			82 (Gr 1 and 2)	3 (ESL)	4 (2 EAs, Spec Ed ESL)	500	4	800		
22	Open Court	1000			119 (Gr 1 and 2)	10	5 (3 EAs, 2 Spec Ed)	570	6	1800	1 Co-op @ 300 min. per week	
49	Open Court	3000				12	1 (Spec Ed)	100				
4	Open Court	100	900		80 (SK-2)	6		1060				
94	Open Court	700				40	1 (Spec Ed)					
13	Open Court	4000			85		3 5 (1 5 Spec Ed, 2 EAs)	1980	4	2400		
85	Open Court	1500	4000		171 (SK-3)					400-1600		$66,049.26 spent from school council funds, school budget and fundraising
55	Open Court	600		600	103 (Gr 1 and 2)		1	220	2	400		
99	Open Court	3000			(Gr 1)	6	1	40	1	295		
98	Open Court	3000	2000		(Gr 1)	(some extra)	2 (2 EAs)	400	2	400		
48	Open Court			200	234 (SK-4)	(Grades 1-5)	1 (EA)	1275	8	1000		
15	Open Court			1000	253 (SK-5)		1		10	900	2 @ 60 min per week	used by 3,549 students in regular classroom
75	Open Court	500			55 (SK-1)		1					
96	Open Court	1200	1800			30	1 (Spec Ed)	1000				
45	Open Court	1000	1000	1000	71 (SK-3)	18 (primary students)	3 (2 EAs, 1 Spec Ed)	770	3	1350		used by 231 students in resource programs
56	Open Court	1000			54 (Gr 1)				2	600		
57	Open Court	2459 26			17 (Gr 1)		1 (Spec Ed)	60	1	450-500	2 @ 120 min. per week	
39	Open Court	1000			122 (SK-3)		3 (Spec Ed)	1170	4	1560	2 @ 120 min per week	
76	Open Court	700			168 (SK-3)	30	1 (LRT)	575	6	1800		
37	Open Court	90			25 (Gr 1)	10	1 (Spec Ed)	150	1			
30	Open Court	1300			105 (Gr 1,2 and Spec Ed)		3 (2 LRTs, 1 EA)	3300		1200		
19	Open Court	800			62 (Gr 1)	2	1 (Spec Ed)	600	3	1080		
28	Open Court	4000			129 (Gr 1-3)	25	3 5 (1 5 Spec Ed 2 EAs)	780	5	2400	2 @ 5 hr per week	
51	Open Court	500			200 (SK-3)	(ESL)	3 (Spec Ed)	750	9	4050	4 @ 240 min per week	
84	All Star			50	34 (Gr 1)				1			
90	All Star	500 (source not indicated)				20	(? Spec Ed , ? EA)					
87	All Star				95 (Gr 1 and 2)	22						
40	All Star								1	30		$2,090.00 spent from school council funds, school budget and fundraising
13	All Star			300	85 (Gr 1 and 2)				1	60		
61	All Star				157 (All Students)						@ 3 hrs per week	
7	All Star	10				12	1 (EA)	150				
63	All Star					6	1 (Spec Ed)	60				
62	All Star	100				12 14	1 (LRT)	30				used by 589 students in regular classrooms
54	All Star	50				15 (Gr 1 and 2)	1 (LRT)					
71	All Star			50		14	1 (LRT)	15				used by 153 students in resource programs
75	All Star	50				(extra help only Gr 1-3)						
80	All Star	160							1			
14	All Star	800				(extra help Gr 1 and 2)						
21	All Star					10			2			

Survey Numbe	Program	School Budget	School Council	Fundraising	Number of Gr Student	# of Resource Students	Resource Personnel	Time	Teachers Involved	Time	Volunteers Involved	
35	All Star								6	270	15 @ 375-1125 min pw	
12	All Star				35 (Gr 1)				1	5		
24	All Star				27 (Gr 1)				1	10		
89	All Star					4						
7	All Star					12	1	150				
87	All Star					10 20						
96	All Star					8	2 (LRT EA)	120	4	80		
60	All Star										1 @ 60 min per week	
30	All Star				55 (All Gr 1, 2 and some 3s)				1	420		
1	All Star					8			1 Principal	120		
69*	All Star	1000	($2000 Early Learning Grant)		101 (All Gr 1-3)		3 (2 Spec Ed , 1 EA)	210	5	250		
2	Writing to Read	2500				18	1 (EA)	750	1	250		
17	Writing to Read				84		1	32 hr	5	300		
84	Writing to Read	1500			89 (All Gr 1 (Bi-liter Junior)		1 (EA)	300	1	300		
72	Writing to Read	200			134 (SK-3,		1 (EA)	1500	5	1500		$11,415.00 spent from school council funds, school budget and fundraising
36	Writing to Read	1000			138		2 (EA ESL)	1590	3	440	1 @ 600 min per week	
92	Writing to Read 2000	15			114 (All SK-1)	(some Spec Ed , ESL)	4 (3 Spec Ed , 1 EA)	41	7	1400 2100	1 Co-op at 200 min per week	
33	Writing to Read 2000			5000	50 (SK only)		1 (EA)	1000	1			
38	Writing to Read	1200			80	20	3 (EA, 2 Spec Ed)	2440	4	780		used by 835 students in regular classrooms
1	Writing to Read				71 (Gr 1)	2	1 (EA)	175	3	300		
					75	22	2 Spec Ed, EA)	620	2	600	2 @ 300 min per week	used by 44 students in resource programs
8	Reading Recovery					4 6			0 5	160		
7	Reading Recovery					5			0 5	150		
62	Reading Recovery					12			1	800		
97	Reading Recovery					8-12			0 5			19 reported 32 students receiving reading intervention

EARLY INTERVENTION READING/WRITING PROGRAMS

Program: Writing to Read
(Support Program, IBM- American Program)

Level of Intervention:
Full Class support by teacher and Education Assistant

Start up Costs (Resources):
Salary – 1 Educational Assistant $25,703.00
Supplies - $600.00
Site license per site - $114.31 per computer X 4 = $457.24

Maintenance Costs:
Salary - $244,178.50 for 9.5 Educational Assistants
Supplies – journals @ $14 per situdent (school funded)
11 sites @ $1,000.00 per site - $11,000.00 (system funds)

Ongoing Personnel Costs:
One Educational Assistant per site
Personal time required to prepare materials

Space Requirements:
Physical Computer Lab/Library/Classroom
Equipment – Access to 4 computers

Training Required:
None

Average number of Years in Program:
Begins in March of Senior Kindergarten and continues throughout Grade One

Program: Reading Recovery
(Intervention Program, originated in New Zealand

Level of Intervention:
One trained Reading Recovery teacher supports 1 student

Start up Costs (Resources):
Training – varies according to number of trainees
i.e. 0.5 FTE + total trainees X number of Hamilton-Wentworth trainees
e.g. $30,000.00 +10 trainees X 4 Hamilton-Wentworth trainees =
$12,000.00 (or $3,000.00 per teacher)
Salary – 0.5 FTE
Mileage is also provided to teachers travelling to and from training site
Supplies - $2,000.00

Maintenance Costs:
0.5 FTE Continuing Contact fee which is a prorated cost (shared with Niagara) of teacher leader's salary (currently $7,698.00)

Ongoing Personnel Costs:
Teacher's salary – 0.5 FTE

Space Required:
Use of existing space

Training Required:
Reading Recovery teachers participate in yearly training. The cost of training is addressed under maintenance costs

Average Number of Years in Program:
A maximum of 20 weeks

Program: All Star Reading
(Support Program, developed by the former Halton Board of Education)

Level of Intervention:
One volunteer coach supports one student

Start Up Cost (Resources):
Salary - $0.00
Supplies - $6.85 per binder per Head coach

Maintenance Costs:
Small books replaced after a few years – school budget

Ongoing Personnel Costs:
No additional staffing costs required, however approx. 2 hours of personal planning time each week is required by the head coach

Space Requirements:
Use of existing space

Training Required:
Head Coach trains volunteers

Average Number of Years in Program:
1 ½ years in the program (March to June for grade 1 and September to June for Grade 2)

Program: Open Court
(Literacy Program, American program with American content)

Level of Intervention:
A - whole class supported by 1 teacher and/or
B - small group instruction (e.g. Resource Program)

Start Up Costs (Resources):
Salary - $0.00
Supplies A. Class of 25 - $5109.55
Class of 30 - $5798.57
B. for 1 teacher and 6 students $2491.25
(costs based on materials for a Grade 1 program)

Maintenance Costs:
Supplies – consumable workbooks must be replaced yearly @ $12.07 per copy per student - 5 per student per year

Ongoing Personnel Costs:
0.3 of FTE currently being funded centrally (approx. $18.450..00) for implementation

Space Requirements:
Use of existing space

Training Required:
None but personal planning is required to learn the structure of the program

Average Number of Years in Program:
SK – Grade 6 Literacy program, number of years determined by use of individual schools

#11

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director

Signature: M Matier

Date: April 30/99

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: April 27, 1999

Re: ***Reading/Writing Support Programs***

EARLY INTERVENTION READING AND WRITING SUPPORT PROGRAMS

Recommended Action:

Moved by _____, seconded by _____ that schools with primary grades:

(a) choose and/or develop early intervention literacy programs and approaches to meet students' needs within the resources that are available; and

(b) monitor the effectiveness of any early intervention literacy programs and approaches and communicate their results through their E.Q.A.O. Action Plans.

Rationale:

Literacy support programs are a key component to ensure strong literacy development and student academic success. The programs studied by the Early Intervention Review Committee (eg. Writing to Read, Open Court, etc.) are not the only reading/writing support programs being utilized to assist students in the Hamilton-Wentworth District Board or across Ontario. There are many different options available and the school should have flexibility in selecting or developing a program or approach to meet the needs of students and teachers, provided it is within the available resources of the Board and school.

Schools must also be aware of and sensitive to the demand for accountability. Monitoring and reporting on the results of a school's literacy support program must be part of the school's accountability in relation to the improvement of student performance. The annual E.Q.A.O. Report and plan would provide a format for monitoring and reporting on the results.

READING RECOVERY

Recommended Action:

Moved by _____, seconded by _____ that the Hamilton-Wentworth District School Board maintain central funding of up to $15,000 to support Reading Recovery training costs and supplies to support the schools that can provide for the continuation of the Reading Recovery program within their own staffing complement.

Rationale:

Currently, at least three of the four schools that have Reading Recovery believe that they can organize their program schedules to accommodate the continuation of the program (Janet Lee, Tapleytown, Beverly Central/Lynden). Although there does not appear to be sufficient funding available to support the .5 FTE teacher per site in the Funding Model, it will be very important to provide for the Teacher Trainer salary, supplies and training costs for those schools who are continuing this exemplary program through their allotted staffing. Without this support, the program cannot continue as a Reading Recovery program.

WRITING TO READ

Recommended Action:

Moved by _____, seconded by _____ that the Hamilton-Wentworth District School Board continue to allocate 9.5 Educational Assistants for the current Writing to Read schools provided the program is delivered as designed.

Rationale:

If this recommendation is approved, it will be necessary to ensure that the program is being delivered as intended to students in Senior Kindergarten and Grade 1 and that the funded educational assistants are dedicated to this rather than other purposes. Educational assistant time will be equitably provided based upon student enrolment (number of classes) in the compensatory education schools where the program is offered. Current educational assistant salary costs for the program are $244,178.50 which is serving between 800-900 students this year.

The recommended action is for one year only in anticipation of several developments which may impact on decisions regarding the continuation of this program through EA funding:

- the Compensatory Education Review; and,
- the development and implementation of literacy guidelines to assist schools in selecting, monitoring and reporting on program effectiveness.

OPEN COURT

Recommended Action:

Moved by _____, seconded by _____ that the Hamilton-Wentworth District School Board approve the use of the Open Court reading program for instruction in Kindergarten and primary classrooms for the 1999-2000 school year.

Rationale:

Open Court materials are not listed in Circular 14 or on the Learning Materials list approved by the Curriculum Clearing House for purchase with the Ministry's Learning Materials grant. The prime reason for this omission appears to be the fact that Open Court is an American product and there is significant American content.

However, the Board has the authority to approve this program for use in classrooms on an annual basis as outlined in Circular 14. Results in the schools utilizing this series appear to support the continuing use of Open Court at the present time.

ASSISTANCE TO SCHOOLS

Recommended Action:

Moved by _____, seconded by _____ that a committee of stakeholders develop literacy guidelines to assist schools in the selection of early intervention literacy programs and approaches and in the monitoring of program effectiveness.

Moved by _____, seconded by _____ that appropriate Instructional Services personnel provide resources and training to help school personnel monitor and report on the effectiveness of early intervention literacy programs and approaches.

Rationale:

The report of the Early Intervention Review Committee has pointed out the clear need for developing board direction for literacy programming as well as training and support for administrators and teachers in the following:

(a) accessing, interpreting and using research for evaluating alternatives available in programming; and,

(b) training and support in methods of measuring the effects of program on student performance.

Schools must become more familiar with developing appropriate and reliable measures of program effectiveness in line with the increased demand on schools for professional accountability.

#12

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

May 6, 1999

To: Merv Matier, Director of Education and Secretary

From: Ken Bain, Superintendent of Education

Re: ***Early Identification Policy Report***

Approved for distribution by the Director.

Signature: _____

Date: April 30/99

Recommended Action:

Moved by _____ that the Early Identification Policy Report be referred to Joint Advisory Committee.

Background:

The Joint Advisory Committee identified the need for a policy to address Early Identification procedures across the District. This year, the need for a common approach is even greater with the expansion of Junior Kindergarten into county schools. Different practices have been used in both predecessor boards and this policy provides for a blending of "best practices"as our foundation for future years.

Early Identification Policy Writing Team:

Lynn Howarth-McCue	Instructional Services	Judith Bishop	Trustee
Dianne Parr	Instructional Services	Janet Hughes-Mckay	Teacher- Central Park
Kathy Watters	Instructional Services Administrator	Bonnie Kelland	Teacher- Bellmoore
Bonnie Kinal	Teacher-Roxborough Park	Ellen Francis	Teacher-Westwood

The writing team met for approximately 20 hours in order to prepare the accompanying procedural recommendations. These procedures and supporting resources will provide teachers with a method to assess the needs for our early learners as they enter our system. The concept of a "team" approach including the parent, child, school and board has been reinforced in the policy and attendant procedures.

12-1

DRAFT

Policy No. 000

EARLY IDENTIFICATION PROCESS POLICY

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board that all Junior Kindergarten and Senior Kindergarten Students participate in the Early Identification Process.

RESPONSIBILITY: Superintendent of Education with responsibility for Early Learning

DEFINITION: Early Identification is a process to identify the needs and abilities of early learners. It is designed to support the child and the classroom teacher by providing appropriate supports when necessary. The process includes a general screening of all pupils at entry, a finer screening of certain children and a full assessment of a few children.

OPERATING PROCEDURES:

For this Procedural Model, plans have been prepared for children related to their previous education experiences. For the purposes of this manual, four classifications of pupils were considered:

1.0 Children registering in Junior Kindergarten and Senior Kindergarten who have had no previous school experience.

1.1 Early Identification Procedures for Junior Kindergarten Pupils

- Spring (Pre-entry)- Orientations for Parents-held at each Elementary School.
- Spring (Pre-entry)- Orientation Visits to the classroom (optional)-arranged by individual Elementary Schools and Kindergarten staff.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Intake Information Forms will be shared with school personnel for students who are entering Junior Kindergarten who have previously attended a Childcare under the Umbrella Family and Child Centres of Hamilton- assessments completed by the Early Childhood Education staff and shared with receiving Kindergarten Teacher.
- September-Delayed Enrolment to permit School Visit (completion of Social History Form; and Teacher Observation Form)-arranged by school secretary or Kindergarten Teacher and held at each Elementary School.
- September-Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.

- February- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- June- Anecdotal Report Card- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

1.2 Early Identification Procedures for Senior Kindergarten Pupils Without Junior Kindergarten Experience

- Spring (Pre-entry)- Orientations for Parents-held at each Elementary School.
- Spring (Pre-entry)- Orientation Visits to the classroom (optional)-arranged by individual Elementary Schools and Kindergarten staff.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Intake Information Forms will be shared with school personnel for students who are entering Junior Kindergarten who have previously attended a Childcare under the Umbrella Family and Child Centres of Hamilton- assessments completed by the Early Childhood Education staff and shared with receiving Kindergarten Teacher.
- September-Delayed Enrolment to permit School Visit (completion of Social History Form; and Teacher Observation Form)-arranged by school secretary or Kindergarten Teacher and held at each Elementary School.
- September- Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.
- November- Review the progress of all children-Principal and/or Vice-Principal and the Kindergarten Teacher.
- November- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- March- Anecdotal Reports– classroom teacher responsible
- June- Anecdotal Report- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

2.0 Children continuing with their education in Kindergarten after having experienced Junior Kindergarten.

2.1 Early Identification Procedures for Senior Kindergarten Pupils With Junior Kindergarten Experience

- September-Delayed Enrolment to permit mandated School Visit for students without Junior Kindergarten experience (completion of Social History Form;

and Teacher Observation Form)-arranged by school secretary or Kindergarten Teacher and held at each Elementary School.

- September- Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.
- November- Review the progress of all children-Principal and/or Vice-Principal and the Kindergarten Teacher.
- November- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- March- Anecdotal Reports– classroom teacher responsible
- June- Anecdotal Report- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

3.0 Children entering at the Primary Division Level (Grade 1).

3.1 Early Identification Procedures for Pupils entering Grade One without Kindergarten Experience

- Spring (Pre-entry)- School Entry Meetings for Children who have not attended Kindergarten- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- November- Review the progress of all children-Principal and/or Vice-Principal and the Kindergarten Teacher.
- November-Optional parent observations are encouraged.
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification.
- Information sharing with the parents during interviews and written reports three times per year- classroom teacher.

4.0 Registration Procedures:

4.1 When the child first registers in school, whether Junior Kindergarten or Senior Kindergarten, the **Student Registration Form** is to be completed by the school office staff.

4.2 It is expected that the majority of beginning students will be registered in the spring preceding their first year of attendance.

4.3 It is not necessary to repeat the registration process for pupils attending Kindergarten who have already attended Junior Kindergarten and who have completed these forms previously.

4.4 A Parent Information Package is to be given out at this time - package should include Public Health booklet (Kids Starting School), Speech and Language questionnaire, and any relevant school information (see checklist).

5.0 School Visits – Junior Kindergarten and Senior Kindergarten (Pre-Entry)

5.1 School visits of the Kindergarten children are arranged by the Teacher and/or secretary and usually take place within the first 6 school days of September.
5.2 The teacher obtains pertinent information about the child and the family, useful in understanding the child and assessing his/her developmental needs.
5.3 The teacher interacts positively with and observes the child using the **Teacher Observation Form.**
5.4 Guidelines for the interview are provided in the **Procedure for September School Visit.** It is hoped that this interview will give the teacher initial information about the child's attention span, receptive and expressive language ability, general level of comprehension, co-ordination, attitude, and general interests.
5.5 The **Social History Form** and the **Teacher Observation Form** are to be completed at this time for students who have not attended Junior Kindergarten.

6.0 Delayed and Staggered Entry

6.1 Delayed Entry in September occurs in order to provide Kindergarten teachers with time to assess those children with no previous school experience. Staggered Entry begins once all School Visits are completed.
6.2 There will be 6 days Delayed Entry for children with no previous school experience.
6.3 There will be a maximum of 2 days Delayed Entry for Senior Kindergarten children when more than 2/3 of the class has attended Junior Kindergarten.
6.4 ½ classes would be attend for one full session staggered on the following two days after the completion of school visits for half day every day programs, and four days for full day alternate day programs.

7.0 Kindergarten Orientation (Pre-Entry - June)

7.1 An orientation session for parents/guardians of children with no previous school experience will be held in the Spring (day or evening). This visit will promote an understanding of the Kindergarten program and the unique nature of each school.
7.2 The Kindergarten Teacher and the Principal can make arrangements for the children to visit the Kindergarten class, either in small groups or all at one time.
7.3 Presentations by support personnel could include: Secretary, Public Health, Speech and Language, Social Worker, Learning Resource Teacher, Educational Assistant, Home and School representative, Trustee
7.4 Checklists have been provided in order for schools to prepare for Kindergarten Orientation

8.0 The Kindergarten Year – Assessment Guide

8.1 In order to assist Kindergarten teachers with a uniform approach to the observation and assessment process for the Kindergarten year, a detailed form is provided. This

Assessment Guide may be used throughout the school year to record the progress of each child.

8.2 In addition, this form may be instrumental in assisting the teacher in preparing for communication with parents and the Grade One teacher at the end of the Kindergarten year.

8.3 The use of the Assessment Guide is optional.

9.0 Support Services

9.1 If a teacher evaluates a student and believes that additional support is necessary for that student, the first step in procuring that support is a discussion with in-school resources such as the Principal/Vice-Principal or Learning Resource Teacher. After an in-depth review, the principal may decide that it is necessary to seek more specialized assistance from resources outside the school. The Principal may request additional support through the Special Education Department.

9.2 If, as a result of the School Meetings, more specialized professional supports are required; referrals can be co-ordinated through the various members of the school team to access appropriate resources in the community.

9.3 A teamwork approach will be emphasized to utilize, in the best possible ways, the training, the experience, and the knowledge of a variety of professionals, including teachers, principals/vice-principals, psychological consultants, speech/language pathologists, special education personnel, social workers, behavioural team, school nurses and other health professionals and community resources, where needed.

10.0 September School Visits

10.1 The Purpose of the September School Visits are:

- to familiarize the child with the classroom;
- to develop a rapport between teacher, parent and child in a positive environment
- to obtain a Social History;
- to get some general information about the child's stage of development in areas of language, mathematics, social and personal growth.

(More specific information will be gathered in the regular classroom situation during the ensuing weeks.)

10.2 Procedure

- The parent and child come to Kindergarten for a minimum of one-half hour appointment.
- Using a variety of manipulative materials (or other play materials), the teacher plays and talks with the child using the guide questions provided as examples. The Teachers Observation has been designed for this interview and is to be used as the primary tool to gain valuable information about the child's development.
- The teacher, in interaction with the child, will use enabling questions and encourage the child to respond in a variety of ways. While the child is playing

with the materials provided, the teacher will also observe gross and fine motor co-ordination, auditory behaviour, and attention span.

- This procedure is not a test. The child's performance is not being scored, nor is it being assessed in relation to others.. It is the role of the teacher to create a relaxed and informal atmosphere. The strategy is the first step in the continuous ongoing assessment of the child and the foundation towards a trusting relationship between teacher and child.
- The child continues to play with these or other materials (picture making, lego) while the parent and teacher complete the **Social History Form.**
- It is suggested the **Parent's Guide to Kindergarten Expectations** be distributed to parents at this time.
- The teacher will provide an opportunity for parents to ask question and look around the Kindergarten room.
- The **Social History Form** and the **Teacher Observation Form** are to be retained in the Kindergarten teacher's personal records.
- After parent and child leave, the teacher immediately makes note of her observations.

11.0 RESOURCES:

11.1	Social History Form	- Appendix A.
11.2	Teacher Observations	- Appendix B.
11.3	Assessment Guide	- Appendix C
11.4	Umbrella Family and Child Care Centres of Hamilton - School Intake Information	- Appendix D
11.5	Speech and Language Questionnaire	- Appendix E
11.6	Checklist for Orientation	- Appendix F
11.7	Checklist for School Information Booklet	- Appendix G

REFERENCE:

A Response to Ministry Memo 15/78: Identification of Children's Needs and Ministry Memo 24/79: Identification of Children's Needs - Appendix H

12-7

Appendix A.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EARLY IDENTIFICATION PROGRAM
SOCIAL HISTORY

Interview attended by: _____

THIS FORM SHOULD BE RETAINED IN THE TEACHERS' RECORDS DURING THE YEAR AND FORWARDED TO THE OSR AT YEAR END OR WHEN THE STUDENT TRANSFERS.	STUDENT'S SURNAME					SEX M ☐ F ☐
	GIVEN NAMES (CIRCLE NAME USED)					
SCHOOL NAME	DATE OF BIRTH	YEAR	MONTH	DAY	BIRTHPLACE	
JR. KDGN. ☐ SR. KDGN. ☐	ADDRESS					
LANGUAGE SPOKEN AT HOME	TELEPHONE NUMBER					

	SURNAME	GIVEN NAME	1st LANGUAGE
FATHER			
MOTHER			

Previous nursery school or daycare experience.	Current babysitting or daycare arrangements (names and phone numbers).
Child's attitude toward beginning school. e.g., How does your child feel about starting school?	How will your child be transported to and from school? Who is authorized to pick up your child?
Names of family members in the home. Name _____ School _____ Grade _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Child's activities outside of home (outdoor play, clubs, lessons, sports).
Child's social behaviour. Does your child prefer to play alone or with others?	In Kindergarten, the parent/guardian hopes the child will learn:

Information that will help the teacher understand the child (toileting, sleeping, behaviour, dressing, fears, temperament).

Check the materials that the child has used.

children's books	☐	crayons/markers	☐	scissors	☐	other:	_____
pen/pencils	☐	blocks	☐	paint	☐		_____
puzzles	☐	bikes/trikes	☐	glue	☐		_____

Child's favourite home activities.

Previous community, medical, social agencies involved (Growth & Development, C.A.S., Healthy Babies, Healthy Children, Speech & Language Programs, etc.).

Health/Medical History (e.g., birth and development history, allergies, asthma, ear infections, medications, vision, hearing, speech).

Other information (family traditions, religious holidays, etc.).

Date _____ Teacher's Name _____ Teacher's Signature _____

EARLY IDENTIFICATION PROGRAM
TEACHER OBSERVATIONS

School: _____ **Date:** _____

Name of Teacher:	**Name of Pupil:**	**Pupil's Age:**

Extend or modify task to meet child's development.
With a collection of your choice of familiar objects (e.g., farm animals, vehicles, household objects, pattern blocks, attribute blocks, dinosaurs, cups and saucers, teddy bear counters), record your observations in the boxes after the interview.

COUNTING SKILLS: (rote, one-to-one matching, number identification, conservation of numbers)

SORTING: (colour, size, shape)

COPY/EXTEND or **CREATE A PATTERN:**

RECOGNITION OF TWO-DIMENSIONAL SHAPES:

RECEPTIVE LANGUAGE: (check boxes)

1. One-step directions: Touch the _____. ☐
2. Two-step direction: Take the crayon (e.g.) and give it to me. ☐
3. Three-step direction: Take the dinosaur, put him in the truck and take him for a ride. ☐
4. Did the child answer your questions? ☐
5. Did the child pay attention? ☐
6. Understanding of Spacial Relationships:

Put the _____ under the table ☐

beside the (another object) ☐

and in my hand. ☐

EXPRESSIVE LANGUAGE: (picture attached)

- Tell me about the picture. (labeling or extending)
- What might happen if? … (imagination)
- What do you think will happen next? (predicting)

DRAW A PICTURE OF YOURSELF (while discussing Social History Form with parents).

- Print your name.
- Ask child to name or recognize: body parts ☐ colours ☐

(Modify questions according to product.)

12-9

Appendix B.



Talk about this picture. Have your child tell what everyone is doing. Be sure he uses "he" or "she".

Student: _____ _____

Early Identification

Assessment Guide

for
Junior Kindergarten
and
Senior Kindergarten Students

12-11

Appendix C.

Teacher(s): _____ _____

Date: _____

School(s): _____ _____

Date: _____

Name _____

LANGUAGE	Date	Comments/Modifications/Extensions
Communicate effectively by listening and speaking.		
• communicate needs to peers and adults		
• listen and respond to others in a variety of contexts		
• follow simple directions and respond appropriately to familiar questions		
• describe personal experiences and retell familiar stories using appropriate vocabulary and basic story structure		
• ask questions, express feelings, and share ideas		
• use language to connect new experiences with what they already know		
• listen and respond orally to language patterns in stories and poems		
• demonstrate awareness of individual sounds and sound patterns in language		
• use gestures, tone of voice, and other non-verbal means to communicate more effectively		
Demonstrate understanding of a variety of written materials that are read to them.		
• listen to stories, poems, and non-fiction materials for enjoyment and information		
• respond appropriately to a variety of materials read aloud to them		
• identify favourite books and retell the stories in their own words		
• demonstrate understanding of a story by making predictions		
• make connections between their own experiences and those of storybook characters		

Name _____

LANGUAGE	Date	Comments/Modifications/Extensions
Communicate thoughts and feelings using writing strategies that are appropriate for beginners.		
• write using a variety of tools and media		
• write simple messages using a combination of pictures, symbols, letters, phonetic spellings, and familiar words		
• contribute words or sentences to a class narrative		
• print most of the letters of the alphabet, their own name and names of family members, and some short words		
Use and respond to a variety of media materials.		
• use a variety of media		
• use a variety of materials to communicate information		
• respond to media materials verbally and non-verbally		
• begin to distinguish between the imaginary and the real		
Make sense of simple written materials (e.g., familiar words, signs, labels) using reading strategies that are appropriate for beginners.		
• demonstrate awareness of some conventions of written materials		
• identify some features of books and other written materials and use these features to help them understand the printed text		
• recognize that words often consist of beginning, middle, and final sounds		
• identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meaning		
• use language patterns (e.g., word order) and sound patterns (e.g., rhyme) to identify words and to predict the next word		

12-18

Name _____

MATHEMATICS	Date	Comments/Modifications/Extensions
Number Sense and Numeration		
• sort and classify objects into sets according to specific characteristics, and describe those characteristics		
• match objects by one-to-one correspondence		
• estimate and count to identify sets with more, fewer, or the same number of objects		
• count orally to 30, and use cardinal and ordinal numbers during play and daily classroom routines		
• recognize and write numerals from 1 to 10		
• demonstrate awareness of addition and subtraction in everyday activities		
Measurement		
• use simple measurement terms correctly		
• order two or more objects according to size or mass		
• use non-standard measuring devices appropriately		
• identify the values of some coins		
Spatial Sense and Geometry		
• use language accurately to describe basic spatial relationships		
• identify and sort three-dimensional objects		
• identify and sort two-dimensional shapes		
Patterning		
• identify and reproduce simple patterns		
• create and extend simple patterns using a variety of materials or actions		
Data Management and Probability		
• place some specific types of objects on concrete graphs and pictographs		
• compare information on objects using two categories		
• use simple grids correctly		
• use language of probability		

Name _____

PERSONAL & SOCIAL DEVELOPMENT	Date	Comments/Modifications/Extensions
Demonstrate a positive attitude towards themselves and others.		
• recognize personal strengths and accomplishments		
• identify and talk about their own interests and preferences		
• express their own thoughts and share experiences		
Demonstrate independence and a willingness to take responsibility in learning and other activities.		
• adapt readily to new situations		
• attempt new tasks willingly		
• demonstrate self-reliance		
• demonstrate self-control by following classroom rules and routines in different contexts in the school		
Demonstrate an awareness of health and safety practices.		
• name body parts and talk about their function		
• identify nutritious foods		
• select clothing appropriate for the weather		
• practise appropriate personal hygiene		
• identify safe and unsafe situations, materials, and equipment		
• identify and apply basic safety rules		
• identify substances that are harmful to the body		
• demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed		
Perform tasks requiring balance and co-ordination, precision, and perceptual skills.		
• participate willingly in creative movement, dance, and other daily physical activities		
• use different types of equipment and materials with ease		
• demonstrate balance, ease, and flexibility in movement		
• demonstrate spatial awareness		

Name _____

PERSONAL & SOCIAL DEVELOPMENT	Date	Comments/Modifications/Extensions
Demonstrate awareness of their surroundings, both natural and human-made.		
• express their feelings of wonder and curiosity about the world		
• describe different kinds of weather and the ways in which people adapt to the weather		
• investigate and describe familiar geographical features in their area		
• identify ways in which people use the natural environment		
• recognize special places and buildings within their community and describe their function		
Demonstrate awareness of patterns in their daily lives.		
• talk about time in relation to certain events or activities		
• identify patterns and cycles in their daily lives		
• identify some events that occur every year		
• identify people who help others in the community and describe what they do		
Identify and use social skills.		
• act and talk in appropriate ways with peers and adults during activity periods		
• demonstrate consideration for others by helping them		
• share responsibility for planning classroom events and activities		
• identify feelings and emotions and express them in acceptable ways		
• use a variety of simple strategies to solve social problems		
• recognize, in situations involving others, advances or suggestions that threaten their safety or well-being		

Name _____

THE ARTS	Date	Comments/Modifications/Extensions
Express ideas and feelings through a variety of media.		
• use pictures, sculptures, and collages to represent ideas		
• use their creativity in movement, mime, and dance activities		
Experiment with techniques and materials.		
• mix paint to create new colours and textures		
• show skill in cutting, pasting, and painting		
• use a variety of tools and materials in creating art works or making presentations		
• use familiar materials in new ways		
Demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts.		
• solve problems creatively		
• name different elements in performances		
• name different movements they can do		
Co-operate and collaborate with others on artistic projects.		
• make preparations for performances		
• decide who will take each role in classroom drama activities		
• take turns working on specific tasks in making things		
• share materials in visual arts activities		
• perform in a group		
Communicate their responses to music, art, drama, and dance.		
• play the parts of characters from folk tales and legends of various countries		
• adapt songs, fingerplays, and rhymes		
• demonstrate understanding of rhythmic patterns		

Name _____

THE ARTS	Date	Comments/Modifications/Extensions
Demonstrate awareness of new abilities they develop through arts activities and express pride in their own work.		
• identify feelings evoked by art forms		
• move in response to the tempo and mood of music		
• select pieces of their own art for portfolio collections		
• show appreciation of folk songs and dances from various countries		
Demonstrate awareness of some simple art forms from various cultures.		
• enact stories from their own and other cultures		
• identify elements of visual images such as colours and variations in shape and size		
• recall and repeat familiar songs, dance steps, and rhymes		
• describe some aspects of visual art forms from a variety of cultures		
Identify and describe some basic elements of art forms.		
• use some simple terms correctly		
• identify familiar instruments by sound		

Name _____

SCIENCE & TECHNOLOGY	Date	Comments/Modifications/Extensions
Demonstrate curiosity and a willingness to explore and experiment.		
• experiment with simple machines		
• demonstrate understanding of and care for the natural world		
• describe some natural occurrences using their own observations		
• describe some differences between living and non-living things		
• describe local natural habitats		
• identify patterns and cycles in the natural world		
• demonstrate awareness of the need for recycling		
Demonstrate an awareness of the characteristics and functions of some common materials.		
• describe characteristics of natural materials and demonstrate understanding of some basic concepts related to them		
• describe the functions of common objects found at home and at school		
• identify energy sources used by familiar tools or toys		
Demonstrate understanding of strategies for planning and organizing.		
• make a specific plan, describe the steps, and carry out the plan		
• make appropriate observations about results or findings		
Recognize and use some common forms of technology.		
• use familiar technology appropriately		
• identify familiar technological items and describe their use in daily life		
• make things using a variety of tools and techniques		
• work with others in using technology		
• demonstrate awareness that familiar objects are designed to suit the human body		

12-20

Appendix D.



Early Identification

Hamilton-Wentworth District School Board and
Umbrella Family and Child Centres of Hamilton

School Intake Information

Child Care Centre _____

Child's Name _____ Date of Birth _____ Male ☐ Female ☐
Surname First Name Day Month Year

Preschool Programs _____ Dates _____

_____ Dates _____

_____ Dates _____

Summary of Progress

Special Interests

Program Recommendations (suggested strategies / areas of concerns / resource needs, etc.)

Preschool Teacher _____ Date _____

Supervisor _____

Parents Signature _____ Date _____

12-218

TRANSITION GUIDE
FOR EARLY CHILDHOOD EDUCATORS

This Transition Guide was developed to identify skills that may be considered prior to a child entering a school board programme. While not all of these skills need to be achieved prior to entering school, this guide may assist in identifying areas of strength and areas where some additional planning may be necessary, in order to ensure success.

This Transition Guide may not meet the needs of all families, nor should it replace any reports and meetings that normally take place during this transition process.

This was prepared by the Special Needs Preschooler Network. The Special Needs Preschooler Network is a subcommittee of the Association of Agencies for Treatment and Development.

12-23

SCHOOL TRANSITION GUIDE FOR EARLY CHILDHOOD EDUCATORS

	COMMUNICATION	NOTES AND COMMENTS
1.	Asks for information or assistance and answers questions.	
2.	Expresses feelings, ideas, wants and needs.	
3.	Asks permission to use objects that belong to others.	
4.	Can follow directions/requests for movement to various parts of the classroom; e.g., go to block area, creative table.	
	Goals:	

	SELF-HELP	NOTES AND COMMENTS
1.	Takes care of own toileting needs without supervision; e.g., undressing, wiping, flushing, dressing.	
2.	Washes hands without supervision.	
3.	Dresses/undresses outer clothing without supervision (except for help with fasteners).	
4.	Eats/drinks independently.	
5.	Wipes nose when necessary with tissue.	
6.	Recognizes and keeps track of personal belongings during the day (e.g., hangs up coat and bag on hook and finds them again). Keeps creative work in specified location and can retrieve completed work to take home.	

12-23

	SELF-HELP (continued)	NOTES AND COMMENTS
	Goals:	

	ROUTINES	NOTES AND COMMENTS
1.	Is able to change from one activity to another when the teacher gives a verbal cue to the whole group (e.g., make a circle on the carpet).	
2.	Is able to follow general rules and routines (e.g., coming to and attending circle).	
3.	Can readily accept changes in routine (e.g., special assemblies, visitors to the classroom).	
4.	Uses time between activities appropriately (e.g., with minimal verbal direction can wait with the group or choose an alternative activity without disrupting others or demanding the teacher's attention).	
5.	Follows routine at the end of work sessions (e.g., tidies work area).	
	Goals:	

	GROUP ACTIVITIES	NOTES AND COMMENTS
1.	Raises hand to speak.	
2.	Sits appropriately (e.g., cross-legged in circles, upright in a chair and quietly).	
3.	Does not disrupt peers (e.g., keeps hands to themselves, stays within acceptable distance).	

12-24

	GROUP ACTIVITIES (continued)	NOTES AND COMMENTS
4.	Focuses visual attention on speakers, shifting focus appropriately.	
5.	Participates and/or follows direction in a small group.	
6.	Participates and/or follows direction in a large group.	
7.	Participates at appropriate time (e.g., waits for turn in a group).	
	Goals:	

	SOCIAL BEHAVIOUR	NOTES AND COMMENTS
1.	Is able to wait appropriately either for a specific activity, for the teacher's attention, or for the group to come together for a class activity.	
2.	Can be redirected verbally, if behaving inappropriately.	
3.	Enjoys helping others - volunteers for various tasks.	
4.	Controls impulses.	
5.	Knows/understands basic "safety rules" and complies.	
6.	Attempts a task before giving up and stays on task without extra teacher attention.	

	SOCIAL BEHAVIOUR (continued)	NOTES AND COMMENTS
	Goals:	
	PLAY SKILLS	**NOTES AND COMMENTS**
1.	Spontaneously begins play activities during play time.	
2.	Communicates with peers to participate in co-operative play situations.	
3.	Takes turns with peers in small and large groups and shares materials.	
4.	Participates appropriately by following the rules of a game or activity.	
5.	Is able to work or play alone without disrupting or bothering peers.	
6.	Can locate materials needed for an activity, use them and replace them (e.g., if asked to colour a picture, he/she could find the crayons and a piece of paper, colour the picture. and return the materials).	
	Goals:	

12-28

Appendix E.

The Hamilton-Wentworth District School Board

A Message from your School Speech/Language Pathologist

Do you think your child has problems with speech, grammar, putting sentences together or understanding? By age 4, your child should:

- count to 5
- speak in complete sentences
- ask "why?" and "who?"
- say the following sounds:
  p, b, m, n, t, d, k, g, h, f, w, y, ng, sh
- have the last sound of a word present (e.g. "D" in bed)
- be over 80% understandable
- speak in 4-5 words sentences
- be able to tell about a recent experience
- begin to say "because, their, and myself"
- say ¾ of the speech sounds correctly
- ask meaning of words
- enjoy naming things
- know most colours, a nursery rhyme and a song
- correctly explain what to do when thirsty, hungry, or sleepy (2/3 correct)
- understand past, present, and future verbs (e.g. talked, talk, will talk)
- understand top, middle, and bottom
- know use of familiar objects (e.g. key)
- know difference between single and plural nouns (e.g. dog, dogs)

- Speech/Language Services Division
Edmonton Local Board of Health

If you have concerns about any aspect of your child's speech and language development, you can access community based speech and language services.

Contact your family physician or pediatrician. Describe your concerns and request a referral to a community speech and language clinic (covered by O.H.I.P.) through:

- St. Joseph's Community Health Centre
- Hamilton Health Sciences Corporation
- St. Joseph's Hospital

Private services (cost to family) are also available.
The list of practitioners is available from Community Information Services (528-0104).

12-27

Appendix F.

Checklist for Orientation

Before the Meeting

1. Invitations sent by Secretary to all new students who are registered.
2. Contact Board and community resource people.
3. Arrange for Board and/or Public Health video about Kindergarten program.

For the Meeting

1. Principals introduce staff and visitors and make brief presentation.
2. Brief outline of JK/SK program by Kindergarten teachers.
3. Comments by Public Health Nurse.
4. Possible brief presentations by social worker, school council, etc.
5. Possible tour of school and classroom.
6. Board support documents and curriculum materials on display. (Hamilton-Wentworth District School Board Video of Kindergarten available from Early Childhood Education Department.)
7. Community services pamphlets available:
   - Federation pamphlets
   - area drop-in centres
   - COPE programs (Chedoke - 521-2100)
8. Provide refreshments and name tags.

Spring Classroom Visits - Non Mandated

May include the following options:

1. Principal and/or secretary bring student and parent to briefly view classroom.
2. New pupils join existing classroom for approximately 1 hour.
3. New pupil accompanied by adult attend a scheduled 1 hour visit to existing class at end of May.

Appendix G.

Checklist for School Information

A school information booklet could include:

1. Names of principal, secretary, Kindergarten staff.
2. School phone number.
3. School hours.
4. Bus/Arrival routines.
5. Dismissal routines.
6. Preparations for starting JK/SK: e.g.
   - benefits of reading to your child
   - creative activities
   - preparing your child for school
     (talk about school before arrival, adequate rest)

   (see examples for further items)
7. The first day of school: e.g.
   - arrive on time
   - parents leave cheerfully and are supportive
8. Appropriate clothing.
9. Safety.
10. Procedures for illness.
11. Snacks and lunches.
12. Recess or outdoor play.
13. Gym expectations and schedule.
14. Reporting schedules.
15. Home-school connection.
16. Volunteering.
17. Other special school events and expectations.
18. Emergencies - whom to contact.
19. Special Requirements - allergies
    - medication
    - need for school health support services

12-29

Appendix H.

The Hamilton-Wentworth District School Board

THE EARLY IDENTIFICATION PROGRAM

(Updated March 1999)

A Response to Ministry Memo 15/78: Identification of Children's Needs and Ministry Memo 24/79: Identification of Children's Needs

An Approach to Early Identification of Children's Learning Needs

The Ontario Ministry of Education, in recognition of the importance of the early discovery of a child's learning needs and abilities, has required that each Board in the province approve a procedural model to determine the child's learning needs when the child is first enrolled or, at least, by the time the child is beginning a program of studies immediately following Kindergarten.

The procedure is expected to include the following:

1. Confidential information-gathering in the form of a social and health history with due regard given to the protection of privacy to pupil information. The completed information shall be part of the pupil's Ontario Student Record file.

2. Several opportunities for the parent and teacher to share important information about the child's background and development.

3. A multi-disciplinary approach, wherever required, to provide assessments by professionals outside the classroom.

4. An education assessment administered by the teacher which includes the communication areas of language and number skills.

School Boards, in approving a model for their use, are expected:

1. To designate an education official, with responsibility in the Primary Division or Special Education, to co-ordinate the development and implementation of the procedure to be used for early identification.

2. To include provision for continued co-operation with Public Health Units in recognizing and using health services important to Early Identification - health history, vision testing, hearing testing, and immunization.

3. To ensure that the proposed model provides for:
   (a) the alerting of parents to the child's possible need for professional attention regarding general health, hearing, or vision.
   (b) regular monitoring and assessment of pupil progress during the year.
   (c) planning and implementing learning experiences to aid the development of each child's academic and social skills.

Early identification of pupils' needs is not new. It has been an educational practice which has already received wide support from medical, psychological, and educational professionals as well as from parents. What is new is the degree of emphasis which has been placed upon the practice and the Ministry's requirement that the procedures be formalized into policy by each school system.

It is worthy of emphasis that the identification aspect of the program is a process, rather than a single event. The process can be visualized as consisting of several steps - a general screening of all pupils at entry, a finer screening of certain children, a full assessment of a few children. Overriding these steps is the philosophy that Early Identification is continuous and universal in its application. This process implies the availability of support services to the child and teacher, both in the form of Special Services (Adjustment, Psychological, Special Education, Health), Primary Education, and, where needed, appropriate community resources with special professional expertise.

In general terms, what is involved is a screening model of successive sieves which, in conjunction with the support services aspects of the process, requires a close and ongoing involvement with children, parents, and school personnel.

To prepare a model for The Hamilton-Wentworth District School Board designed to meet the Ministry's requirements, a committee was formed with members from many areas of expertise. The Committee studied the Ministry's requirements in the light of the procedures which have been used by the two former Boards for some years and developed a consistent format.

The Hamilton-Wentworth District School Board has been guided in its deliberations by the following convictions:

Philosophy

Early Identification is critical because of the complex factors that impact upon a child's development. A well-planned Early Identification process will enable a child to be successful in the early years of schooling.

Recommendations:

Because this is a process:

1. We recommend that this be an Interim process for The Hamilton-Wentworth District School Board for Early Identification.

2. Investigate the links with Early Identification and Special Education, Psychological Services, and Social Work to ensure that appropriate supports will be provided.

3. The Hamilton-Wentworth District School Board will incorporate the Fraser Mustard Report into the Early Identification Plan and utilize any other research documents.

4. That professional growth and development is a necessary component for Kindergarten teachers as the impact/implications of new research on early childhood development are released.

5. The process will be reviewed in June 2000.

#13

Approved for distribution
by the Director

Signature: _____

Date: April 30/99

Date: May 6, 1999

To: Merv Matier
Director of Education and Secretary

From: Dr. Elizabeth Bond, Superintendent of Education
Bob Macoritti, Special Assignment

Re: **Report of the Alternative Program Advisory Committee on Vocational/Basic Level Education and Secondary School Reform**

Report: Information

Recommended Action:

Moved by ---------- that the Report of the Alternative Program Advisory Committee on Vocational/Basic Level Education and Secondary School Reform be received for information.

The Ministry of Education and Training's new direction in secondary education, which includes the elimination of the current Basic level courses, prompted a need to investigate the potential implications of these changes on the current delivery of Basic level and Vocational programs in the Hamilton-Wentworth District School Board.

Bob Macoritti, a member of the Secondary School Reform Team, was assigned the task of developing a review procedure for this purpose. Mr. Macoritti chaired the Alternative Program Advisory Committee, established in November of 1998, whose task was to examine:

-characteristics of students currently in Basic level courses and vocational programs
-Basic level and vocational program delivery models
-relevant literature related to the education of students in Basic level courses and vocational programs
-the potential impact of Ontario Secondary Schools Grade 9 to 12
-programs that would meet Ministry directives and address student needs
-types of resources and facilities appropriate for program delivery as a result of Secondary School Reform

For a variety of reasons, including the late release of Ministry documents and issues related to the Accommodation deliberations, some of the areas have not been addressed. However, I wish to express my thanks to each of the Committee members for their commitment and perseverance in tackling this significant and complex task. The accompanying report details the results of their work, which will be used to develop a plan of action for Board approval during the 1999-2000 school year.

REPORT ON VOCATIONAL/BASIC LEVEL EDUCATION AND SECONDARY SCHOOL REFORM

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REPORT ON VOCATIONAL/BASIC LEVEL EDUCATION AND SECONDARY SCHOOL REFORM

Mandate: **The Alternative Program Advisory Committee's mandate was twofold:**

- **To investigate the implications of Secondary School Reform on the current delivery of Vocational and Basic Level programming**
- **To make recommendations for future program delivery based on our findings.**

ALTERNATIVE PROGRAM ADVISORY COMMITTEE

Bob Macoritti, Chair

Peter Brooks, Mountain

Lesley Cunningham, Social Worker

Errol Ellis, Vice-principal, Barton

Lorne Evans, Vice-principal, Mountain

Roger Girard, Parkside

Nancy Harper, Special Education Co-ordinator

Colin Hazell, Sherwood

Mike Howard, Sir Winston Churchill

Eleanor Johnston, Trustee

Jan Joster, Waterdown

Kelly Laird, Parkview

Judy Langsner, Highland

Paul Martin, Saltfleet

Vince Martorelli, Social Worker

Ron Mauro, Orchard Park

Anne Marie Metford, Hill Park

Carol Montag, Junior Achievement

Ray Mulholland, Trustee

Rich Neufeld, Hill Park

Donna & Walter Peace, Parent Council

Barb Ridley, Ancaster

Vic Riman, Sir J. A. Macdonald

Sandra Sahadeo, Amity Goodwill Industries

John Scarcelli, Westmount

Jane Shipton, Principal, Spencer Valley

Lisa Smith, Green Acres

Joe Travato, Psychoeducational Consultant

Paul Vukosa, Sir Allan MacNab

Paul Wilson, Delta

Claire Wright, Mountain

Margart Youmans, Parkview

Dr. Elizabeth Bond, Superintendent of Education

BACKGROUND

History of Vocational and Basic Level Education

Vocational education in the former Hamilton Board can be directly traced to the mid-60s. Business, labour, the community and educators joined together to create a vision that resulted in the formation of a vocational school concept as we understand it today. Students who were experiencing academic difficulty in regular high schools and students who wanted a more "hands on," practical approach sought a vocational setting. Parkview Vocational School was the first school with this focus. The popularity of these schools, under the Robarts Plan, resulted in the creation of the following vocational schools in the 60s and 70s: Briarwood, Crestwood, Albion, Caledon, Ainsle Wood and Agnes McPhail.

School enrollment varied from 250 to 350 students per school, who were segregated by gender until the early 90s. Initially, the program was non-credit granting and certificates were awarded for the successful completion of technical training. Work experience, monitored by the subject teacher, was a key component. The program focus was preparing students for direct entry into the workplace. The heart of the academic component was life skills geared to the expansion of work-related skills and knowledge, and for preparing the student to be an independent, contributing member of society.

The introduction of *Ontario Schools:Intermediate and Senior (OS:IS)* and the credit system slowly changed the focus from job preparation to credit accumulation and the attainment of an Ontario Secondary School Diploma. Under this new focus, students who experienced academic difficulty were expected to satisfactorily complete five English courses and a list of other compulsory academic courses at the Basic Level. The flexibility of program selection that met individual needs and was a crucial part of the original vocational focus, was replaced by a more rigid, prescribed course selection process that was less sensitive to individual student needs. Teachers and students struggled with this new direction. Student success was measured largely by credit accumulation and gaining an Ontario Secondary School Diploma (OSSD) rather than by work preparation and job acquisition skills.

By the late 80s, mainstreaming, driven by the emphasis on equity, became an educational priority. Delta Secondary School was designated as a provincial pilot site for a secondary destreaming initiative. More than one and one half million dollars were provided for renovations, equipment purchasing, and teacher in-service. A unique staffing and funding formula was developed for the pilot project. More than 200 students functioning academically at Grade 6 level or above, including many from the just closed Briarwood and Albion Vocational schools, enrolled at Delta. Due to reductions in fiscal resources and staffing allocations, the Delta program currently has about 60 students taking Basic level courses, generally from within its catchment area.

In 1996, a move of students and staff from the former Crestwood Vocational School to Caledon Vocational School was accompanied by a change in name to Mountain Secondary School and a changed entrepreneurial focus. The objective of the entrepreneurial program was to recruit students of differing abilities, specifically Basic and General, from various schools and have them work alongside students from Mountain Secondary School. Although the current program seems to working well for the students at Mountain Secondary school, few students from other schools have chosen to enroll in this program. A Business Advisory Committee, composed of local businesses and Junior Achievement offer assistance and support. Junior Achievement also has a program in the school.

A variety of factors in the 80s and 90s contributed to vocational school closures. This trend resulted in only two system or "magnet" schools remaining: Parkview Secondary School and Mountain Secondary School. Appendices I a and I b indicate the areas from which the two vocational schools draw their enrollment. Over the past number of years, the nature of these two schools has changed to meet the needs of intellectually lower functioning students. Generally, these students are enrolled in modified Basic Level courses and earn credits toward an OSSD.

At present some composite schools are enrolling students whose intellectual profiles, usually working at a Grade 4 to Grade 7 level, would have previously warranted a vocational placement. These schools provide some Basic Level and Modified General Level programming. However, all schools offering programs for students with intellectual exceptionalities have seen the level of resources for these students decrease in recent years.

In the former Wentworth Board, vocational services were initially provided by a variety of schools: Ancaster, Highland, Orchard Park, and Winona. The programs were small and disappeared in 1984 when the Board decided to purchase service from the Hamilton and Halton Boards, for a segment of hard to serve students. An attempt to eliminate the purchasing of expensive services from other boards resulted in the creation of two vocational programs in the early 90s. Two composite secondary schools, Parkside and Saltfleet received a vocational program that was staffed and resourced separately from the rest of the school. The focus of the programs was similar to the original focus in the former Hamilton Board, preparation for work and independent living. In-service was provided for the teachers who taught these students.

Due to the limited shops available in these two schools, the programs were geared more to experiential learning with work experience as a primary focus. A bus for each school was provided so students could be easily transported to experiential learning sites. Ten students were accepted each year into the program to a maximum of 40 students for the entire program. After a couple of years, the Parkside Vocational program was moved to Highland.

Today, both programs continue to use facilities outside the school as a major component. A Job Coach and a Youth Care Worker are seen as integral components of each program. Saltfleet has developed a Work Experience program into an internship model where students, when deemed ready, accept a work experience position with an employer for an extended period of time. On-the-job training is provided by the employer with an opportunity for some type of employment following completion of the program. The limited use of shop areas continues in both programs. Appendix II indicates the areas from which Highland and Saltfleet draw their students.

Current Situation

As a result of amalgamation the four vocational programs are under the jurisdiction of the Hamilton-Wentworth District School Board. Their future role in our new Board is unclear due to many factors, including Secondary School Reform, accommodation issues, and the new funding model. A review of programs in our Board includes the vocational programs at Mountain, Parkview, Highland and Saltfleet and the Basic Level programming in composite secondary schools.

Appendices III a, b& c, give a general overview of the Basic Level programming in our schools. A trend that is clearly discernable is the decrease in Basic Level course offerings in Grade 11 and 12. However, Appendix IV indicates the variety of school based provisions available where Basic Level courses are not offered. In addition, Appendix V illustrates the variety of school-based program offerings that are available to support exceptional and at risk students. The wide range of programming is due to the diversity of enrolment, location, and student characteristics for each school.

Current Student Population

The exceptionalities of the students currently enrolled in Basic Level programs vary from vocational program to vocational program and from composite school to composite school as shown in Appendices VI a & b. The variables, Appendix VII, that assist in understanding the needs of these students also include:

-type and severity of the exceptionality
-socio-economic background
-geographic location of the school
-psychosocial needs of the individual

One of the groups presently being served in Basic Level Programs is the behavioural exceptionality group. Research completed by Bountrogianni and Trovato (1997), identified later in the Literature Review, finds this group to be of average intellect and better served in courses other than Basic Level. These students are academically able, but need assistance in managing the behavioural element of their exceptionality. Since they are best served in courses other than Basic, this group is not seen as comprising our target group.

Student Target Group

The student target group for this report includes a variety of exceptionalities, but the key criteria is the following learning profile:

-those students functioning below a Grade 5 level when entering Grade 9 and not formally identified (IPRC) as Behavioural.

Literature Review:

The Wisconsin Education Association Council stated in June of 1996,

> There are no comprehensive or national data available on special education students' academic gains, graduation rates, preparation for post-secondary schooling, work or involvement in community living. Therefore, an accurate comparison between separate programming and inclusive programming cannot be done. (Education Issue Series, 1999)

The above statement speaks to the lack of specific research data that could assist in gaining a better understanding of our target group. However, even if there were a wealth of information, caution should be used in drawing conclusions. The applicability of education research from one setting to another is difficult for a variety of reasons. The numerous variables, students, parents, teachers, administrators, the cultural setting, program delivery, and the quantity and quality of the resources available can never be exactly replicated. What may appear to have worked in one setting may not work somewhere else because of the different variables in the new setting. However, even with the uncertainty associated with education research, generalizations may be made that assist in education improvements, although definitive conclusions are elusive.

The literature that considers low functioning exceptional students is extensive. Approximately 5% of the public school students in the United States have a learning disability (Behrman, 1996). In Ontario, statistics for exceptional students have generally remained consistent from year to year. Of the 170,000 students identified as exceptional, 48% were identified as having a Specific Learning Disability, 12% were Intellectually Disabled, 8% were Behavioural, 6% were Speech and Language Impaired and 3% were Multiple Exceptionality. Similar percentages were found in the former Hamilton Board (Bountrogianni & Trovato, 1995). The number of exceptional students in our Board, as of March 3, 1999, is:

Elementary	2,090
Secondary	1,299
Vocational	389
Total	3,778 Students

General Characteristics

The general characteristics these students exhibit are numerous and speak to the many and diverse needs of these students. These students can exhibit any or all of the following:

- a history of weak academic achievement and considerable difficulty with the listening/learning demands of school
- easily bored, lose focus and concentration, particularly on extended tasks
- unorganized and fail to complete assignments without extensive supervision
- unable to stop and think before acting, waiting in turn and delaying immediate gratification
- often restless, easily frustrated, and can experience considerable mood swings.
- require frequent redirection, monitoring and supervision, behaviour management and counseling (Ministry of Education and Training Special Education Resource Manual, 1998)

The outcomes these students may experience can devastate them, their family and have a significant impact on society if education fails in its mission:

- The majority of students with learning disabilities have their primary deficits in basic reading skill and even mild deficits in reading skills are likely to result in significant difficulties in academic learning (Behrman, 1996).
- Fifty-eight percent of learning disabled adults are in the lowest level of five levels of literacy competency (Halpern, Yovanoff, Doren & Benz, 1995).
- In the former Hamilton Board, exceptional students on average had at least 4 school changes and some as many as 16 (Bountrogianni & Trovato, 1999).
- Learning disabled students have a higher drop out a rate than the general population (Blackorby & Wagner, 1996).
- They have higher rates of being unemployed and underemployed than the general population (Blackorby & Wagner, 1996).
- They reside in the home of their parents after leaving secondary school for longer periods of time than is characteristic of the general population (Benz & Halpern, 1987).
- They experience major problems in the area of social and interpersonal functioning (Wagner, 1989).
- They have a disproportionate representation among the Canadian poor (Report Card 1996, Campaign 2000).
- Close to two-thirds of the youths in youth courts are intellectually deficient (Quay, 1987).
- The odds of being involved with the criminal system are 220% greater for learning disabled youths than non-learning disabled youths (Kerlitz & Dunivant, 1987).

From the previous data, the importance of an appropriate education for this very needy segment of our population is clear.

Nature of Appropriate Programs

With regards to research involving the nature of appropriate programs for our target group, a variety of views exist. Richmond (1986) believes that programs should not produce robots for mundane jobs, but rather develop in students the capacity to evaluate how to employ their skills in worthwhile ways and to appreciate the value of work in itself. Another view holds that non-occupationally specific courses should be increased (Ruff, 1981). Programs should be responsive to employer needs and concerns (Wilms, 1984). A clear message was evident in the Peel Board Business Survey (1987). Schools should concentrate on the basics and the development of proper work attitudes, while employers will take care of the specific technical training needed for the job.

Critical to the work of this Committee is the research from a variety of sources that have come to the same conclusion. Transitional School to Work programs have been identified as crucial to assisting learning disabled students achieve positive school and post school outcomes (Collet-Klingenberg, 1999; Halpern, 1995; Horne & Thuli, 1997; OSS, 1999). To better meet the needs of students with learning disabilities, Transitional School-to-Work programs must include an integrated curriculum with a K to 12 continuum focus. This K to 12 focus should address issues involving planning, curriculum, program delivery, assessment and evaluation for student, teacher and program (Bountrogianni & Trovato, 1999; Collet-Klingenberg, 1999; Horne & Thuli, 1997). Transitional School to Work programs should incorporate the following in their curricula (Collet-Klingenberg & Hanley-Maxwell, 1999):

-communication skills
-community access/mobility skills
- employment skills
- academic skills
- health and personal grooming skills
- independent living skills
- social skills
- leisure skills

Perhaps the most important research directly impacting the learning of learning disabled students involved feedback. Walberg (1984) ranked feedback third in importance in a list of 26 instructional variables that can effect student achievement. A recent review of work in 95 different studies indicated that feedback, consistently provided during the instructional process, raised the average student's score from the 50th percentile to the 89th percentile. One of the key components of effective feedback was the ability to provide feedback as closely as possible to the student's response time. If the student had a question, or was unsure about how to proceed, or required assistance; the longer the student waited, the less likely the student would be in successfully completing the task (Riviere, 1998). This shows the importance of individualization of program instruction and speaks volumes to the issue of class size for disabled students. The larger the class size, especially when the students in the class have a variety of disabilities and needs, the less likely the appropriate feedback can and will be given by one person. The larger the class, the fewer the number of students that are connected to the instruction (Baer, 1996). Those most able, those that need minimal assistance, are most likely to succeed. Those most unable, those that require extensive assistance are most likely to fail (Riviere). This may also explain why classes, which start at more than twenty highly needy students, end the semester in the low teens.

Program Delivery

Research related to program delivery is ambivalent. Gresham (1982) and Carlberg and Kavale (1980) found that integration did not benefit students with learning difficulties or behaviour disorders. Heron & Harris (1992) and Lewis and Doorlag (1991) separately found evidence that integration had a negative impact on school performance and self-concept. Kornick (1989) found that integration lends itself to greater potential abuse of providing adequate support services than a streamed approach. After ten years of integration, The Oxfordshire Board of Education has abandoned full integration for a variety of delivery models. Diversity of program, rather than conformity to a single model, seems to best serve students, parents, and teachers (Halpern, 1993). Bountrogianni and Trovato (1999), in reviewing research concerning Behaviour and Mild Intellectual Disabled exceptional students in the former Hamilton Board, agreed that differentiated programming was needed. King (1996) found that student satisfaction with teachers decreased when subject specialists replaced the generalist teacher. In addition, countries, like Germany and Austria, have been streaming at an even earlier age than Canada. King concludes his global comparison of 25 countries by stating that streaming does not seem to have the negative effect on student aspirations, motivation, and achievement that many educators feel it does.

On the other hand, Oakes (1985) suggests that problem solving and critical thinking are less likely to be found in lower track streamed classes and students in the lower track are found to be less focused, less task oriented and produce less work. Another study found that students in the lower tracks develop anti-school attitudes more often than their higher track peers (Gamoran & Page, 1992). Weiner's (1985) research found that destreamed students did better academically than similar streamed students.

Behrman(1996) conducted an extensive review and concluded that there is no compelling evidence that placement rather than instruction is the critical factor in student academic or social success. Some students, when returned to regular education, have an increased likelihood of failing classes and dropping out before graduation. Further, studies have indicated that typical practice in general education is substantially different from practice in the model programs which showed greatest success for students with disabilities. The interventions that were effective required a considerable investment of resources, including time and effort, as well as extensive support for teachers.

When looking at research for secondary vocational education in Canada, though dated, areas of concern are evident. Gradwell (1987) claimed that generally these schools ran contrary to the emphasis of basic skills and thought processes. In addition, highly specialized vocational training does not prepare students to enter a rapidly changing job market. Gradwell summed up the faults of vocational schools thus:

1. They have used curricula that are not competency based.
2. They have directed programs that lacked performance standards.
3. They have not evaluated program on a regular basis.

Semple (1986) had similar conclusions:

1. Most graduates did not have the necessary grounding in the basics required by most of today's employers.
2. Courses offered did not relate to the current job market.
3. The overall quality of courses was poor.

A common concern by both authors is the issue of curriculum and the lack of evaluation that occurs with regards to the relevance and quality of vocational programs.

Another study, (Wilson and Dilling, 1979) indicated that approximately 40% of the graduates surveyed were working, and most of the remainder was seeking further education.

A local review of Hamilton vocational graduates which included data from interviews of 96 graduates, indicates the following (Macoritti, 1991):

1. Sixty-two percent of females found employment while 70% of males found employment (Semple, 1986, found similar gender discrepancies).
2. Two-thirds of the graduates were working, 51% of the two-thirds full time
3. Seventy-five percent of graduates above the escarpment found employment.
4. Sixty-four percent of graduates below the escarpment found employment.
5. One in five students received help from their school in finding employment.
6. Forty-four percent of graduates were hired for work that was unrelated to their school technical training.

In a comparison of vocational students in composite and vocational settings, King (1986) concludes that when all is analyzed as a whole, the vocational setting provides the best opportunity for a complete education. Education should be seen as a complete experience where students have as many opportunities to learn in as many ways as possible. Learning takes place in all aspects of the school. Extracurricular involvement is not only a learning environment, but also a way to connect students to school and decrease the level of isolation which leads to dropping out (McNeill, 1995). King's research found that students in Basic Level courses in vocational schools participated in school activities to a far greater extent than students in Basic Level courses in a composite setting. Connection with school was greater in a vocational setting.

Finally, the Ministry of Education and Training is implementing a streamed education model that recommends special settings, including vocational schools, for special groups (OSS, 1999).

Summary

In summation, relevant conclusions derived from the literature review include:
1. The quality of instruction is crucial to academic success (Behrman, 1996).
2. The quality of the instruction is directly related to the size of the class for students with learning disabilities since appropriate feedback is dependent on class size (Baer, 1996; Flower, 1997; Keller, 1997; Riviere, 1998).
3. Learning occurs in all aspects of the educational experience. The scope of learning experiences provided in a segregated setting, when extracurricular experiences are examined, is wider in breadth and involvement for our target group (King, 1986).
4. Vocational schools need to evaluate their programs on a regular basis (Gradwell, 1987; Semple, 1986).
5. A Transitional School to Work program is the most effective way to provide a meaningful education for learning disabled students (Collett-Klingenberg, 1999; Halpern, 1995; Horne & Thuli, 1997).
6. A Transitional School to Work Program must include a K to 12 continuum for planning, curriculum identification, program delivery, assessment and evaluation (Collett-Klingenberg, 1999; Halpern, 1995; OSS, 1999).

Issues To Be Addressed

Appendix VIII relates some of the concerns secondary schools are trying to deal with in meeting the needs of exceptional and at risk students. As a result of this review the following system issues have also been identified:

- The formation of a committee to identify and implement a Certificate program, with a K to 12 School to Work focus as outlined in Choices into Actions, for students working three or more years below grade level.

- A review of the current funding model and its implications for flexible and equitable program delivery in relation to average class size and special education.

- The identification of appropriate programs for students with a Behaviour exceptionality.

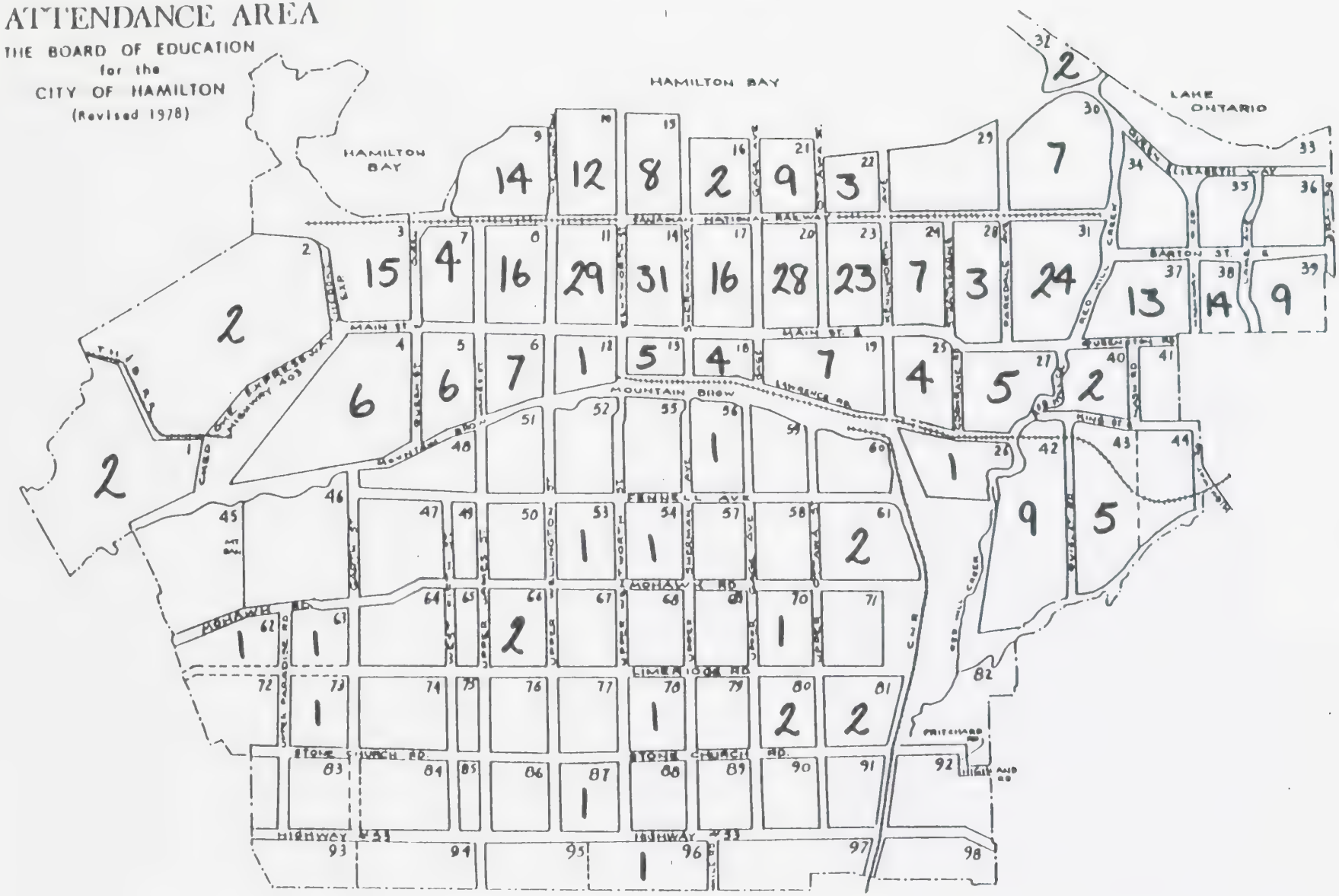
Parkview Secondary

Enrolment by Block
October 31, 1998

- The total enrolment for Parkview Secondary is 385 students.
- Most students attending Parkview live in the lower city, encompassing Highway 403 to Highway 20 (Centennial Parkway), and north of Main Street.
- County enrolment is as follows:

County	# of Students
City of Stoney Creek	10
Town of Dundas	1
Town of Flamborough	1

PARKVIEW SECONDARY
Enrolment by Block
October 31, 1998



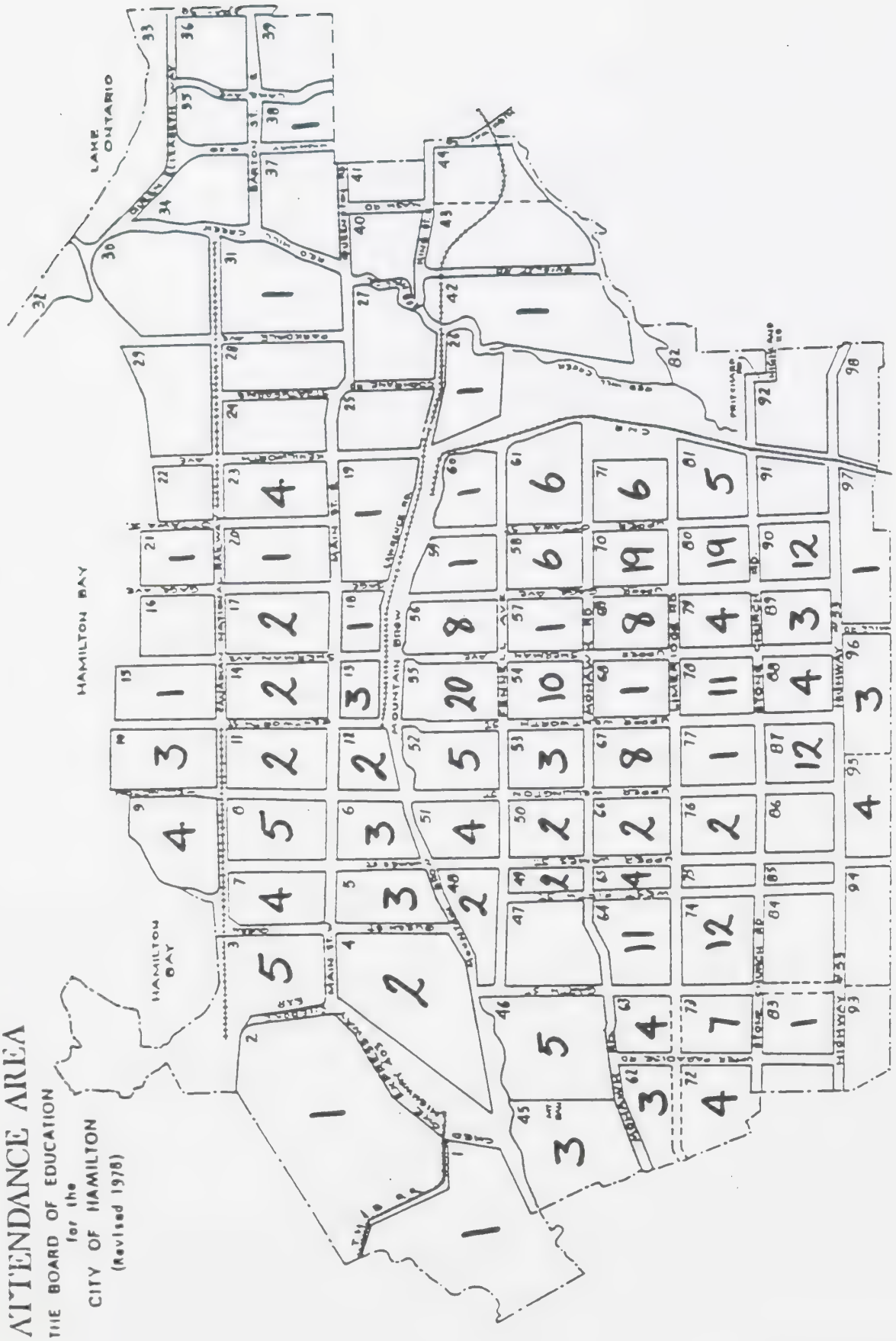
Mountain Secondary

Enrolment by Block
October 31, 1998

- The total enrolment for Mountain Secondary is 324 students.
- Most students attending Mountain live in east-mountain.
- County enrolment is as follows:

County	# of Students
City of Stoney Creek	8
Town of Glanbrook	2
Town of Ancaster	3
Town of Dundas	5
Town of Flamborough	1

13-15


ATTENDANCE AREA
THE BOARD OF EDUCATION
for the
CITY OF HAMILTON
(Revised 1978)
MOUNTAIN SECONDARY
Enrolment by Block
October 31, 1998
LAKE ONTARIO
HAMILTON BAY
MOUNTAIN BROW
HIGHWAY 403

HIGHLAND AND SALTFLEET VOCATIONAL ENROLMENT BY AREA

HIGHLAND VOCATIONAL ENROLMENT	
Flamborough	7
Dundas	12
Ancaster	5
Glanbrook	2
TOTAL	**26**

SALTFLEET VOCATIONAL ENROLMENT	
Stoney Creek	33
Winona	4
Binbrook	1
Glanbrook	2
TOTAL	**40**

BASIC LEVEL COURSES OFFERED IN COMPOSITE SECONDARY SCHOOLS – 1998/99

Grade 9 Basic Level Courses

SCHOOL	COURSE CODE	TOTAL	GENDER		EXCEPTIONAL	NON EXCEPTIONAL
			FEMALES	MALES		
DELTA	MAT101 (Math)	35	0	0	7	28
ORCHARD PARK	MAT1WB (Math)	34	13	21	30	4
	ENG1WP (English)	19	7	12	17	2
	SNC1WB (English	14	7	7	12	2
	NMT1WS (Per Life)	19	4	15	19	0
PARKSIDE	ESD1W1 (English)	27	0	0	0	27
	ESD1W2 (English	27	0	0	0	27
	SNC1W2 (Science)	27	0	0	0	27
	MAT1W2 (Math)	27	0	0	0	27
SIR J.A. MACDONALD	MTW1DL (Math)	15	4	11	0	15
	MTW1DL (Math)	20	5	15	0	20
	MTW1DL (Math)	15	5	10	1	14
SIR WINSTON CHURCHILL	ENG1D (English)	17	7	10	5	12
	SNG1D (Science)	19	5	14	2	17
	MAT1D (Math)	18	5	13	3	15
	HCT1D (History)	18	4	14	1	17
	GCA1D(Geography)	18	7	11	4	14
	FSF1D (French)	16	4	12	0	16
	NMT1D1 (Per Life)	16	6	10	0	16
TOTAL		401	83	175	101	300

As of April 1999.

BASIC LEVEL COURSES OFFERED IN COMPOSITE SECONDARY SCHOOLS – 1998/99

Grade 10 Basic Level Courses

SCHOOL	COURSE CODE	TOTAL	GENDER		EXCEPTIONAL	NON-EXCEPTIONAL
			FEMALES	MALES		
ANCASTER	ENG2G/2B (English)	7	0	0	0	7
	GHX2G/2B (English)	3	0	0	0	3
	MAT2G/2B (Math)	5	0	0	0	5
	PHF2A/2B (Phys.Ed.)	4	0	0	0	4
	PHM2A/2B (Phys. Ed.)	9	0	0	0	9
BARTON	MTW2B (Math)	10	1	9	1	9
	MTW2B (Math)	16	4	12	8	8
DELTA	ENG2B (English)	13	5	8	5	8
	MTB2B (Math)	46	22	24	11	35
	SNC2B (Science)	44	14	30	17	27
	DIC2B	17	5	12	11	6
HILL PARK	ENG2B (English)	12	0	0	6	6
	ENG2B (English)	13	0	0	8	5
	MTW2B (Math)	19	0	0	6	13
	MTW2B (Math)	18	0	0	10	8
ORCHARD PARK	SNC2B1 (Science)	17	6	11	14	3
	EMG2B1 (English)	6	3	3	4	2
	HCT2B1 (History)	9	3	6	7	2
	MTW2B1 (Math)	19	9	10	16	3
SALTFLEET	SNC2B1 (Science)	10	7	3	2	8
	MTW2B1 (Math)	13	2	11	3	10
	GCA2B1 (Geography)	8	1	7	1	7
SCOTT PARK	ESL2B (English)	20	0	0	0	20
	MTW2B (Math)	18	0	0	5	13
	ENG2B (English)	7	0	0	3	4
	SNC2B (Science)	8	0	0	2	6
SHERWOOD	SNC2B (Science)	18	0	0	0	18
	MTW2B (Math)	16	0	0	0	16
SIR ALLAN MACNAB	MTW2B (Math)	13	5	8	3	10
SIR J.A. MACDONALD	MTW2B (Math)	16	6	10	0	16
	MTW2B (Math)	20	8	12	1	19
SIR WINSTON CHRUCHILL	ENG2B (English)	24	5	19	8	16
	MTW2B (Math)	25	9	16	6	19
	SNC2B (Science)	28	10	18	5	23
	NFG2B/G/A (Per Life)	3	3	0	2	1
	ESD2B (Enlgish)	3	0	3	1	2
WATERDOWN	MTW2B1 (Math)	2	1	1	0	2
WESTMOUNT	ESL2B (English)	9	4	5	0	9
	MTW2B (Math)	4	1	3	0	4
TOTAL		499	134	241	156	343

As of April 1999.

BASIC LEVEL COURSES OFFERED IN COMPOSITE SECONDARY SCHOOLS – 1998/99

Grade 11 Basic Level Courses

SCHOOL	COURSE CODE	TOTAL	GENDER		EXCEPTIONAL	NON EXCEPTIONAL
			FEMALES	MALES		
ANCASTER	ENG3G/3B (English)	1	0	0	0	1
	SNG2G/2B/3B/4B (Science)	8	0	0	0	8
DELTA	EMD3B (English)	7	1	9	10	0
	ENG3B (English)	12	1	11	9	3
	MTW3B (Math)	16	8	8	4	12
ORCHARD PARK	ENG3B1 (English)	2	0	2	2	0
	MTW3B1 (Math)	12	7	5	10	2
SALTFLEET	ENG3B1 (English)	6	5	1	2	4
	SNC3B1 (Science)	3	2	1	0	3
	MTW3B1 (Math)	2	1	1	0	2
SIR WINSTON CHURCHILL	ENG3B/G (English)	4	1	3	2	2
	NFB3B/G (Per Life)	1	1	0	0	1
	GPH3B/G/A (Georgraphy)	3	1	2	0	3
TOTAL		77	18	43	2	2

Grade 12 Basic Level Courses

SCHOOL	COURSE CODE	TOTAL	GENDER		EXCEPTIONAL	NON EXCEPTIONAL
			FEMALES	MALES		
ANCASTER	ENG4G/4B (English)	1	0	0	0	1
DELTA	ENG4B (English)	7	1	6	4	3
	MTB4B (Math)	3	0	3	2	1
ORCHARD PARK	MTW4B1 (Math)	4	0	4	4	0
SALTFLEET	MTW4B1 (Math)	1	0	1	0	1
SIR WINSTON CHURCHILL	ENG4B/G (English)	2	0	2	1	1
	HSC4B (History)	2	1	1	0	2
TOTAL		20	2	17	11	9

As of April 1999.

SCHOOL BASED SUPPORT FOR STUDENTS WHERE BASIC LEVEL COURSES ARE NOT OFFERED

PROVISION AVAILABLE Where No Basic Level Course	Number of Schools Who Offer This Support
Learning Resource Support	9
Modification of Program	9
I.L.C. Courses	1
Peer Tutoring	4
Remediation	2
Streamed Grade 9 Math	1
Students are given extended time and have reduced written expectations.	1
Guidance Support	1
Grade 10 + -- maximum 1 scheduled resource period	1
Encouraged to take general level "non-academic" courses to obtain 30 credits	1
Upgrade skills at night school	1
Upgrade skills at summer school	2
Teacher assistance after school or at lunch	2
Co-operative Education Program	1
D.A.R.T. Level 1	1
metable of technical, art, family studies, etc. with LRT support complete 30 credits	1
General Level Courses in most disciplines	1
Attend Vocation Schools	1
Technical/Academic	1

April 1999

SCHOOL BASED PROGRAMS THAT SUPPORT EXCEPTIONAL/AT-RISK STUDENTS

COMPOSITE PROGRAM	VOCATIONAL PROGRAM
G.E.T. -- alternative program	Vocational Education
Peer Tutoring Grade 9 English, French, Math	Entrepreneurial Focus
Transitional Grade 9 English and Math	Junior Achievement
Numeracy, Literacy, Technical (TIX1D)	Literacy Program
Teacher Assistants -- senior students in Grade 9 Basic Level classes	Laubach Program
Transfer to Vocational Education School	Amity Program
Peer Tutoring	Breakfast program -- 20-40 students per day
Anger Management	Lunch Program -- 20 students per day
Opening doors (Grade 9)	Subsidized lunch program -- 30-40 students per day
Peer Mediation	Food Bank Service -- 20-30 student families
Retention Co-op	Transitional Work Experience -- 60 students
Grade 9 Reading Assistance program with 1 on 1 peer assistance	Time Out Room
Grade 9 Replacement Math	Biweekly Referrals to Diagnostic Team
Grade 9 Peer Assistance Math Class	Literacy Programs -- Grades 9-11
S.U.P.E.R. Program	Work Experience
NMT replacement for Grade 9 French	Co-operative Education
Early admission to Co-op placements	Independent Study Units
Transition Class -- Grade 9	Integration
Reading Assistance Program	Shops
Remedial Math program	Life Skills Course and Workshops
Grade 9 Identification of at-risk students	Peer Tutoring
Peer Helper/Teacher Assistance program	Business Tours -- Grade 9 only
Co-operative Education for at-risk students	
B.A.T. 100 -- Grade 9 Alternative Program	
Lunch of Champions	
Mentoring	
Numeracy/Literacy Programs	
Peer Helper	
English Skill Development Program	
TRY Program	
Advisor Program	
TWEP	
Scholarship workshops	

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STUDENT EXCEPTIONALITY BY COMPOSITE SCHOOL

13-22

	ANC	BTN	DLT	GLD	HIGH	HP	OP	PARK	SLTF	SP	SHR	SAM	JAM	SWC	WTD	WDL	WMT	TOTAL
Population	1430	1097	900	1050	844	1158	1207	850	1142	700	1137	1010	1229	888	1020	0	1000	16662
# Identified	162	77	100	60	83	93	85	120	70	77	108	89	70	121	87	0	200	1602
# req.BL	0	35	59	0	7	0	100	30	24	50	30	50	0	100	75	0	0	560
Behaviour																		
Male	0	1	10	0	1	0	0	2	0	4	2	2	3	18	2	0	0	45
Female	0	0	1	0	0	0	0	2	0	0	1	0	0	8	0	0	0	12
TOTAL	0	1	11	0	1	0	0	4	1	4	3	2	3	26	2	0	0	58
Autistic																		
Male	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2
Female	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0	0	0	8
TOTAL	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	3
Language												8						
Male	0	0	0	0	4	0	0	0	0	0	0	0	0	0	1	0	0	5
Female	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4
TOTAL	0	0	0	0	8	0	0	0	0	0	0	0	0	0	1	0	0	9
Hearing Impaired																		
Male	3	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	5
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	5
SLD																		
Male	84	48	48	0	39	58	44	51	0	44	49	42	23	31	46	0	25	632
Female	20	9	19	0	11	18	18	24	0	16	15	18	11	15	10	0	13	217
TOTAL	104	57	73	0	50	76	62	75	57	60	64	60	34	46	56	0	38	912
Speech & Lang.																		
Male	1	5	4	0	0	0	4	4	0	2	0	0	11	4	0	0	0	36
Female	1	1	1	0	0	0	1	2	0	0	0	0	3	3	0	0	0	12
TOTAL	2	6	5	0	0	0	5	6	3	2	0	0	14	7	0	0	0	50
Speech																		
Male	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
GLD																		
Male	0	2	0	0	0	0	0	0	0	0	0	0	5	9	0	0	0	16
Female	0	2	1	0	0	1	0	0	0	7	4	0	1	4	0	0	0	20
TOTAL	0	4	1	0	0	1	0	0	0	7	4	0	6	13	0	0	0	36
DD																		
Male	5	0	0	0	0	0	0	0	0	0	0	0	0	17	0	0	0	22
Female	3	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0	11
TOTAL	8	0	0	0	0	0	0	0	0	0	0	0	0	25	0	0	0	33

**** At this time 0 may represent unavailable data as well.**

STUDENT EXCEPTIONALITY BY COMPOSITE SCHOOL

	ANC	BTN	DLT	GLD	HIGH	HP	OP	PARK	SLTF	SP	SHR	SAM	JAM	SWC	WTD	WDL	WMT	TOTAL
Gifted																		
Male	17	3	5	5	11	7	8	15	0	2	16	5	11	4	12	0	88	209
Female	19	6	4	3	9	8	6	16	0	0	18	5	1	4	8	0	62	169
TOTAL	36	9	9	8	20	15	14	31	10	2	34	10	12	8	20	0	150	388
Mi.Intell.Dis.																		
Male	2	0	1	0	2	0	1	1	0	0	0	4	0	0	2	0	0	13
Female	2	0	0	0	1	0	0	1	0	0	0	2	0	0	3	0	0	9
TOTAL	4	0	1	0	3	0	1	2	6	0	0	6	0	0	5	0	0	28
Multiple																		
Male	1	0	0	0	0	0	0	4	0	0	1	0	1	2	0	0	0	9
Female	0	0	0	0	0	0	1	2	0	1	0	0	0	2	0	0	0	6
TOTAL	1	0	0	0	0	0	1	6	0	1	1	0	1	4	0	0	0	15
Orthopaedic																		
Male	2	0	0	0	0	0	0	0	0	0	2	0	0	1	1	0	2	8
Female	1	0	0	0	0	0	1	1	0	0	0	0	0	0	2	0	1	6
TOTAL	3	0	0	0	0	0	1	1	2	0	2	0	0	1	3	0	3	16
Vis. Impair.																		
Male	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Female	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	3
TOTAL	1	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	5

**** At this time 0 may represent unavailable data as well.**

STUDENT EXCEPTIONALITY BY VOCATIONAL SCHOOL

	Highland	Mountain	Parkview	Saltfleet	TOTAL
Population	26	310	330	40	706
Identified	19	178	217	34	448
Aver. Class Size	11		19	12	31
Behaviour					
Male		9	16		25
Female					0
TOTAL		9	16		25
Autistic					
Male					0
Female					0
TOTAL					0
Language					
Male					0
Female					0
TOTAL					0
Hearing Impaired					
Male			1		1
Female					0
TOTAL			1		1
SLD					
Male		73	105	8	186
Female		39	43	3	85
TOTAL	7	102	148	11	268
Speech & Lang.					
Male		4	9	8	21
Female		3	2	2	7
TOTAL	6	7	11	10	34
Speech					
Male					0
Female					0
TOTAL					0
GLD					
Male				9	9
Female				2	2
TOTAL				11	11
DD					
Male					0
Female					0
TOTAL					0
Mi.Intell.Dis.					
Male		32	35	1	68
Female		25	52		77
TOTAL	4	57	87	1	149
Multiple					
Male	1	1		1	1
Female	1	1	1		3
TOTAL	2	2	1	1	6
Orthopaedic					
Male		1			1
Female					0
TOTAL		1			1
Vis. Impair.					
Male					0
Female					0
TOTAL					0
TOTAL	76	854	1094	154	2178

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PSYCHOLOGICAL SERVICES DATA FROM 1996 AND 1997 BOARD REPORTS

EXCEPTIONALITY	WRAT - 3 Standard Scores		
	Reading	Spelling	Arithmetic
BE	89.54	88.57	87.59
SLD	76.83	77.51	78.53
S&L	80.58	81.80	81.04
IE	72.21	75.34	67.56

Secondary School Enrollment by Exceptionality

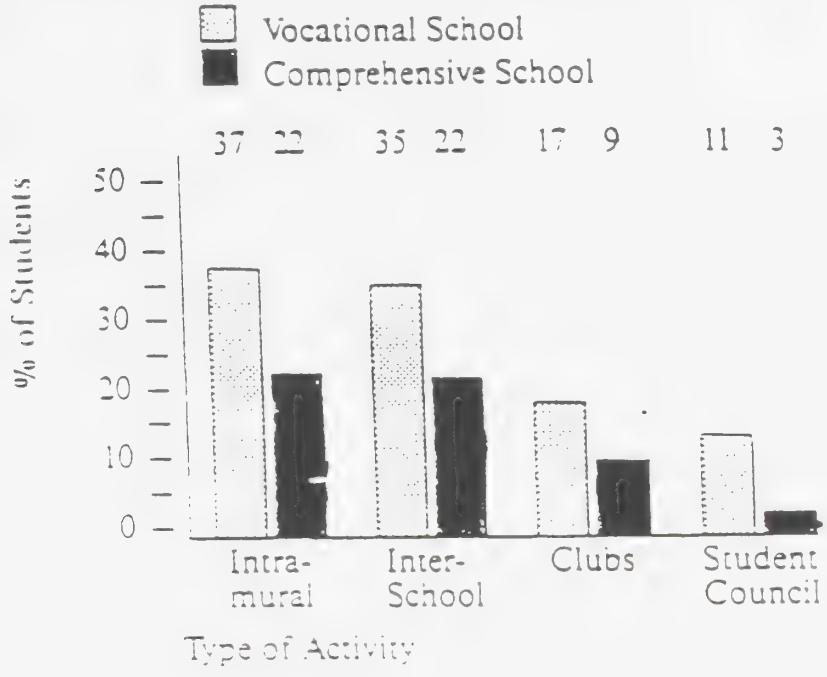
	NE	BE	SLD	IE	S&L
Composite School	86.7%	78.9%	79.9%	52.7%	78.9%
Vocational School	13.3%	21.1%	20.1%	47.3%	21.1%

Drop-out Rates by Special Education Placement and Secondary Placement

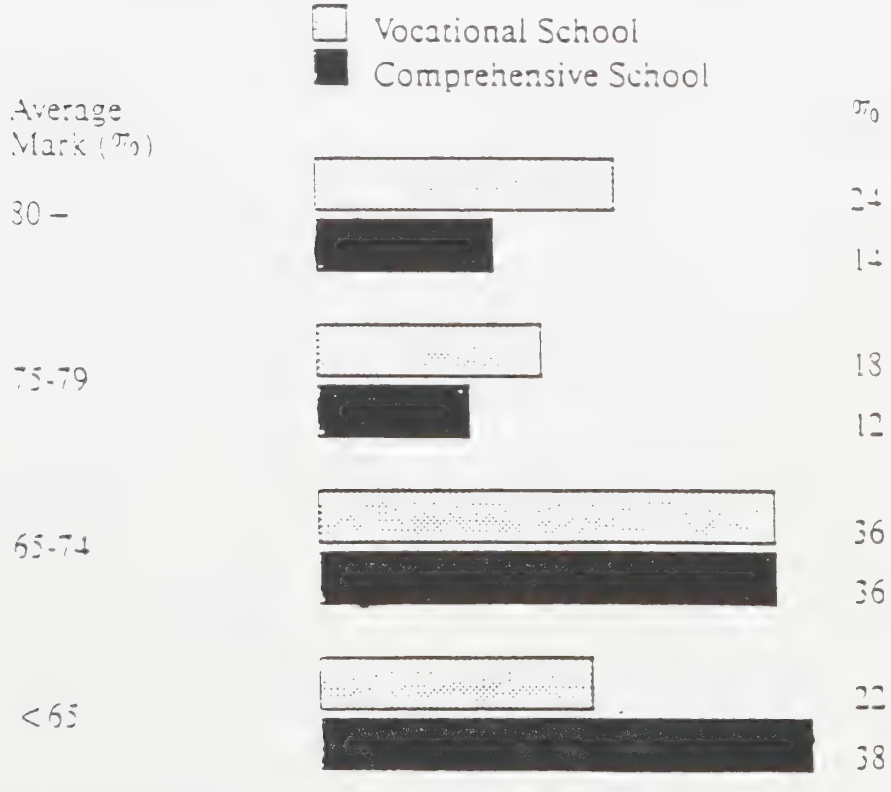
	Composite/ Non-Exceptional	Composite/ Exceptional	Vocational/ Non-Exceptional	Vocational/ Exceptional
Drop-out Rate	24.4%	19.2%	43.1%	27.6%

A COMPARISON OF STUDENTS TAKING BASIC LEVEL COURSES IN VOCATIONAL AND COMPREHENSIVE SCHOOLS

Basic-Level Student Participation in Extracurricular Activities, by Type of Activity and School Type



Basic-Level Students' Average Mark, by School Type



ISSUES RAISED BY SCHOOLS
RE: PROGRAMS TO SUPPORT EXCEPTIONAL/AT RISK-STUDENTS

COMPOSITE PROGRAM CONCERNS	VOCATIONAL PROGRAM CONCERNS
Numeracy, Literacy, Technical (TIX1D) --New program	Vocational Education -- does not meet the needs of many students. Lack of appropriate plant. Meet needs of students needing academic upgrading within a small setting.
Teacher Assistants -- teachers benefit from this program	Work Experience -- balancing academic requirements with work experience
Transfer to Vocational -- access limited. Sometimes difficult to convince students and parents	Independent Study -- Only a few students can manage these.
Anger Management/Opening Doors/Peer Mediation/Co-op/Peer Tutor -- number of hours students are out of regular class. Teacher preparation needed. Number of coverages for teachers tracking the programs. "Add-on" courses -- very expensive for small numbers of students served	Shops -- not many available (Highland & Saltfleet)
S.U.P.E.R. -- Costly re personnel and off-site facility.	Life Skills Course/Workshop -- Need is for more of this in each course.
Peer Tutoring -- small classes -- consequently other classes must be larger.	
Transition class -- only 1 semester	
Lack of student services support.	
Growing number of at-risk students.	
Lack of resources.	
Co-op placements difficult to find.	
Consistency amongst staff financial resources	
Transition class will terminate with Secondary School Reform	
No GLRT support.	

April 1999

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#14

Approved for distribution by the Director.

Signature: [signature]

Date: April 30/99

DATE: May 6, 1999

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond, Superintendent of Education
Ken Bain, Superintendent of Education
Ken Waters, Superintendent of Education

RE: **UPDATE on ESL/ELD and NSL STAFFING AND PROGRAM DELIVERY**

REPORT: Information

RECOMMENDED ACTION:

Moved by _____ that the Upadate on ESL/ELD and NSL Staffing and Program Delivery be received for information.

BACKGROUND INFORMATION AND RATIONALE:

The attached appendices provide information on current and proposed staffing and program delivery for elementary and secondary ESL/ELD and NSL programs.

APPENDICES

A **ELEMENTARY ESL/ELD STAFF COMPLEMENT AND PROGRAM DELIVERY BY CLUSTER 1998-99 AND 1999-00**

B **ELEMENTARY ESL/ELD STAFF COMPLEMENT AND PROGRAM DELIVERY BY SCHOOL 1998-99 AND 1999-00**

C **RATIONALE FOR ELEMENTARY ESL/ELD STAFF ALLOCATION AND PROGRAM DELIVERY**

D **SECONDARY ESL/ELD STAFF COMPLEMENT FOR SEMESTER TWO 1999 AND SEMESTERS ONE AND TWO 1999-00**

E **POTENTIAL IMPLICATIONS DUE TO REDUCED ESL/ELD STAFFING**

F **ELEMENTARY NATIVE AS A SECOND LANGUAGE PROGRAM UPDATE**

G **SECONDARY NATIVE AS A SECOND LANGUAGE PROGRAM UPDATE**

ELEMENTARY ESL STAFF COMPLEMENT BY CLUSTER

Cluster	1998-1999	1999-2000
City East/Wayne Joudrie	15.8	12.5
City West/Ken Bell	19.5	14.5
Mountain East/Pat Gillie	5.9	3.5
Mountain West/Norma Campbell	8.55	4.5
County East/Krys Croxall	4.5	3.0
County West/Ken Bain	2.0	2.0
Total:	56.25	40.0

ELEMENTARY ESL 1999-2000 PROGRAM DELIVERY BY CLUSTER

Cluster	Itinerant	Resident	Total
City East/Wayne Joudrie	.5	12.0	12.5
City West/Ken Bell	.5	14.0	14.5
Mountain East/Pat Gillie	2.0	1.5	3.5
Mountain West/Norma Campbell	1.0	3.5	4.5
County East/Krys Croxall	3.0	0	3.0
County West/Ken Bain	2.0	0	2.0
Total:	9.0	31.0	40.0

Appendix B

ELEMENTARY ESL STAFF COMPLEMENT AND PROGRAM DELIVERY BY SCHOOL

City East Wayne Joudrie	1998-1999	1999-2000	1999-2000
A.M. Cunningham	0	0	-
Elizabeth Bagshaw	1.0	.5	Resident
Fairfield	.4	.1	Itinerant
Glen Brae	1.3	.5	Resident
Glen Echo	.8	.5	Resident
Hillcrest	1.0	.5	Resident
Hillsdale	1.2	.5	Resident
Lake Avenue	4.3	5.0	Resident
Lloyd George	0	.1	Itinerant
Memorial	.2	0	-
Parkdale	0	0	-
Queen Mary	.3	0	-
Red Hill	.5	.5	Resident
Rosedale	0	0	-
Roxborough Park	1.1	1.0	Resident
Sir Isaac Brock	1.0	1.0	Resident
Sir Wilfrid Laurier	2.0	2.0	Resident
Viscount Montgomery	.4	.1	Itinerant
W.H. Ballard	.3	.1	Itinerant
Woodward	0	.1	Itinerant
Total:	15.8	12.5	

Resident: 12.0
Itinerant: .5 (5 schools)

Appendix B

ELEMENTARY ESL STAFF COMPLEMENT AND PROGRAM DELIVERY BY SCHOOL

City West Ken Bell	1998-1999	1999-2000	1999-2000
Adelaide Hoodless	.4	.1	Itinerant
Allenby	0	0	
Bennetto	1.0	.5	Resident
Centennial	2.0	1.5	Resident
Central	.9	1.0	Resident
Dalewood	1.0	.5	Resident
Dr. J. Edgar Davey	2.0	1.5	Resident
Earl Kitchener	.1	.1	Itinerant
George R. Allan	.6	.5	Resident
Gibson	.7	.5	Resident
Hess Street	3.4	2.5	Resident
King George	.2	.1	Itinerant
Prince Philip	.7	.5	Resident
Prince of Wales	1.3	.5	Resident
Queen Victoria	.7	1.0	Resident
Robert Land	.2	.1	Itinerant
Ryerson	1.2	1.0	Resident
Sanford Avenue	.8	.5	Resident
Stinson Street	.6	.5	Resident
Strathcona	.2	.1	Itinerant
Tweedsmuir	1.5	1.5	Resident
Total:	19.5	14.5	

Resident: 14.0
Itinerant: .5 (5 schools)

Appendix B

ELEMENTARY ESL STAFF COMPLEMENT AND PROGRAM DELIVERY BY SCHOOL

Mountain East Pat Gillie	**1998-1999**	**1999-2000**	**1999-2000**
Burkholder	1.0	.2	Itinerant
C.B. Stirling	.7	.2	Itinerant
Eastmount Park	0	0	Itinerant
Fernwood Park	0	0	-
Franklin Road	.2	.3	Itinerant
G.L. Armstrong	.7	.5	Resident
Hampton Heights	.5	.1	Itinerant
Highview	.5	.5	Resident
Huntington Park	.2	.2	Itinerant
Lawfield	.2	.2	Itinerant
Lincoln Alexander	0	0	-
Lisgar	.2	.3	Itinerant
Peace Memorial	.2	.1	Itinerant
Richard Beasley	.3	0	Itinerant
Sherwood Heights	.3	.2	Itinerant
Thornbrae	.4	.5	Resident
Vern Ames	.5	.2	Itinerant
Total:	5.9	4.5	

Resident: 1.5
Itinerant: 2.0 (12 schools)

Appendix B

ELEMENTARY ESL STAFF COMPLEMENT AND PROGRAM DELIVERY BY SCHOOL

Mountain West Nora Campbell	**1998-1999**	**1999-2000**	**1999-2000**
Buchanan Park	0	0	-
Cardinal Heights	0	0	-
Chedoke	1.2	.5	Resident
Gordon Price	.2	.5	Resident
Helen Detwiler	1.2	.5	Resident
Holbrook	.25	.2	Itinerant
James MacDonald	.5	.1	Itinerant
Linden Park	0	0	-
Mountview	.2	.2	Itinerant
Norwood Park	.4	0	Itinerant
Pauline Johnson	.9	.5	Resident
Queensdale	.2	.2	Itinerant
R.A. Riddell	.7	.5	Resident
Ridgemount	.5	.1	Itinerant
Ryckman's Corners	.1	0	-
Seneca	.6	.5	Resident
Westview	.6	.2	Itinerant
Westwood	1.0	.5	Resident
Total:	8.55	4.5	

Resident: 3.5
Itinerant: 1.0 (7 schools)

Appendix B

ELEMENTARY ESL STAFF COMPLEMENT AND PROGRAM DELIVERY BY SCHOOL

County West Ken Bain	**1998-1999**	**1999-2000**	**1999-2000**
Ancaster Senior	Itinerant	.3	Itinerant
Balaclava	Itinerant	.1	Itinerant
Beverly Central	0	0	-
C.H. Bray	Itinerant	.1	Itinerant
Central Park	Itinerant	.1	Itinerant
Central Public	Itinerant	0	Itinerant
Dr. J. Seaton/Sheffield	Itinerant	.3	Itinerant
Dundana	Itinerant	.2	Itinerant
Dundas District	Itinerant	.2	Itinerant
Fessenden	0	0	-
Flamborough Centre	Itinerant	.1	Itinerant
Glenwood	0	0	-
Grange	Itinerant	.2	Itinerant
Greensville	0	0	-
Guy Brown	Itinerant	.1	Itinerant
Lynden	0	0	-
Mary Hopkins	Itinerant	.1	Itinerant
Millgrove	0	0	-
Pleasant Valley	0	0	-
Queen's Rangers	0	0	-
Rousseau	Itinerant	.1	Itinerant
Spencer Valley	0	0	-
Yorkview	Itinerant	.1	Itinerant
Total:	2.0	2.0	

Resident: 0
Itinerant: 2.0 (13 schools)

Appendix B

ELEMENTARY ESL STAFF COMPLEMENT AND PROGRAM DELIVERY BY SCHOOL

County East Krys Croxall	**1998-1999**	**1999-2000**	**1999-2000**
Bell-Stone	0	0	-
Bellmoore	0	0	-
Billy Green	Itinerant	0	-
Collegiate Avenue	Itinerant	.3	Itinerant
Eastdale	Itinerant	.1	Itinerant
Green Acres	Itinerant	1.0	Itinerant
Janet Lee	Itinerant	.1	Itinerant
Memorial	Itinerant	.1	Itinerant
Mount Albion	Itinerant	.1	Itinerant
Mount Hope	0	0	-
Mountain View	Itinerant	.5	Itinerant
Parkwood	0	0	-
R.L. Hyslop	Itinerant	.5	Itinerant
Tapleytown	Itinerant	.2	Itinerant
Winona	Itinerant	.1	Itinerant
Total:	4.5	3.0	

Resident: 0
Itinerant: 3.0 (10 schools)

Appendix D

SECONDARY ESL/ELD STAFF COMPLEMENT

SCHOOL	SEMESTER 2 LINES 1998-1999	SEMESTER 1 LINES 1999-2000	SEMESTER 2 LINES 1999-2000
Glendale	9	8	9
Parkview	2	1	1
Sir J.A. Macdonald	16	16	15
Scott Park	4	3	3
Westmount	6	2	2
Orchard Park	5	5	5
County West – Itinerant	3	0	0
Total:	45	35	35

****1999-2000 Semester lines are tentative at this time**

Appendix C

RATIONALE FOR ELEMENTARY ESL/ELD STAFF ALLOCATION AND PROGRAM DELIVERY

As a result of the new Ministry criteria and funding model for ESL/ELD students, there has been a decrease in elementary ESL/ELD staff from 82.80 FTE in 1997-98 to 56.25 FTE in 1998-99 to 40.0 FTE for 1999-00. Please note that Ministry criteria generated 26.83 FTE ESL/ELD teachers for 1999-00.

An ESL/ELD staffing committee consisting of elementary Principals and the ESL/ELD consultant, Shirley Swannack, developed the following rationale for staff allocation and program delivery, given the reduction in staff allocation:

- The allocation of ESL/ELD staff, 1999-2000, was arrived at by using a modified version of the city staffing formula. The weighting factor for beginning students was maintained.

- To reduce the ESL/ELD staff to reflect 40, F.T.E., junior and senior kindergarten students were removed from the staffing formula as well as students in the advanced English linguistic proficiency levels and the monitor students.

- To provide equitable service to schools, the ESL staffing committee determined that a blending of the program delivery models from the city and county be used for the 1999-2000 school year. Schools with significant numbers of ESL/ELD students will have resident ESL/ELD teachers while schools with fewer numbers of ESL/ELD students will be serviced by an itinerant teacher, who will be assigned outside the school's staffing formula. This will provide flexibility for changes in the event that students arrive in the country and attend schools where no ESL/ELD staff are in place. Itinerant teachers can revise their schedules to provide the necessary support to the students, the teachers and the schools, as needed.

POTENTIAL IMPLICATIONS DUE TO REDUCED ESL/ELD STAFFING

- limited service for all ESL/ELD students and therefore delayed acquisition of literacy skills
  …JK to SK students will probably not receive formal support until their third year of school.
  …Similarly, there will be reduced support for many ESL/ELD students who are refugees with limited prior education.
- waiting lists of ESL/ELD students
- only students who require intensive language support will be serviced
- reduced daily/weekly support for ESL/ELD students
- reduced performance on provincial literacy tests
- additional demands for extra help from the regular school staff
- increased frustration due to inability to communicate effectively and to achieve success

ELEMENTARY NATIVE AS A SECOND LANGUAGE PROGRAM UPDATE

BACKGROUND

- This is the third year that the Native as a Second Language has been in place.
- The program is offered on a withdrawal basis, daily, at two schools – Sanford Avenue, and Queen Mary.
- In discussions with the teacher, it was learned that there has been very little dropout over the past three years.
- All groups are multi level with students functioning at different linguistic levels of Mohawk.

PROGRAM DELIVERY

SANFORD AVENUE
***22 Students**

- Grade 1/2 group
  - 25 minutes of daily instruction
  - program is totally oral
- Grade 2/3 group
  - 30 minutes of daily instruction
  - introduction to reading and writing
- Grade 4/5 group
  - 35 minutes of daily instruction
  - 30% literacy skills, 70% oral instruction

QUEEN MARY
***26 Students**

- Grade 1/2 group
  - 25 minutes of daily instruction
  - program is totally oral
- Grade 5/6 group
  - 35 minutes of daily instruction
  - 30% literacy skills, 70% oral instruction
- Grade 7/8 group
  - 40 minutes of daily instruction
  - 40% literacy skills – focus on grammar rules, 60% oral instruction

Appendix G

SECONDARY NATIVE AS A SECOND LANGUAGE PROGRAM UPDATE

It was the intention of Delta Secondary School to offer one credit course in Semester 2, 1998-99. In response, advertisements were placed in newspapers and all resumes on file and the "Apply to Teach Network" (an on line tool with 2,400 resumes) were searched. None of these sources revealed a qualified candidate. Telephone calls were placed to Grand Erie and other neighbouring boards to search for candidates. However, after exhausting all avenues, a qualified teacher could not be found.

As a result, no course was offered and currently there are no plans to offer a Native as a Second Language course at Delta for the fall semester.

#15

Approved for distribution by the Director.
Signature: [signature]
Date: April 30/99

DATE: May 6, 1999

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond, Superintendent of Education
Harry Traini, Chair, PC 21

RE: **REVISED PROPOSAL: STRATEGIES FOR IMPLEMENTATION OF SECONDARY SCHOOL REFORM TRAIN THE TRAINER IN-SERVICE SESSIONS IN MAY AND JUNE, 1999**

REPORT: Information/Decision

RECOMMENDED ACTION:

Moved by _____ that Hamilton-Wentworth District Secondary Schools conduct four Secondary School Reform in-service sessions for the entire teaching staff on a shared-time basis during the months of May and June, 1999 and that students at all secondary schools be dismissed from school one and one-half hours earlier than regular dismissal time on those four days.

The original proposal for Secondary School Reform in-service sessions, which was presented to the Education Committee on April 8, 1999, was referred back to senior officials at the April 15, 199 Board meeting.
This revised proposal is the result of a meeting of Trustee Judith Bishop, Chair of the Education Committee, Jim Douglas, President of OSSTF, District 21, Harry Traini,. Chair of PC 21, and Elizabeth Bond, Superintendent of Education and is supported by all those who were present. This proposal has also been reviewed by Executive Council prior to going forth to the Education Committee.

BACKGROUND INFORMATION:

Implications of Secondary School Reform
Secondary School Reform represents not just curriculum changes for improved student learning but a significant paradigm shift in both the content and methods of secondary school education delivery. The way we think about streaming, teaching practices based on learning styles and student destination, and assessment, evaluation and reporting are part of this change. Teachers will have to be able to work with students differently than they have in the past. In order for change to meet success in our schools we need to establish a culture and an environment for change.

Timelines
September 1999 marks the beginning of the implementation of Secondary School Reform across the province. You will recall that the Ministry announced the changes just a little over one year ago in February 1998 (Appendix A). However, it has not been until

recently, in mid-March, 1999, that the actual Ministry policy and curriculum documents have been released to school boards. While our secondary school administrators and their staff have been preparing as best they could this school year, developing plans to address both the scope and magnitude of the changes has been challenging, given the tenuous nature of the information and the late release of the documents.

System Activities to Date

Some of the system preparation activities that have been undertaken since the February, 1998 announcement have included the development of an Implementation Planning Framework to provide an organizational structure to accommodate the proposed changes upon release of the details, the formation of a four-member system Secondary School Reform Implementation Team, and the establishment of a Secondary School Reform Steering Committee to facilitate the implementation process.

During this school year, the Secondary School Reform team members have been working with school administrators, department heads, and teachers to plan for changes related to the new teacher advisor program, career education, the annual education plan, and vocational education.

Recognizing the importance of adequate staff preparation to ensure smooth transition for students and successful implementation, what we have been able to do to date has just skimmed the surface of what is yet to be accomplished prior to beginning implementation in September 1999.

Ministry Initiatives

Phase 1 In early April, the Ministry provided three full-day Train the Trainer in service sessions which focused on "Building a Capacity for Change," to every School Implementation Team (one administrator and 4 teachers per school). It is the Ministry expectation that these School Implementation Teams will return to their schools and provide a similar training experience for their staff. This will require the entire teaching staff to come together and work in blocks of time to sort out what the changes mean for their particular school and community and how they will be able to accomplish them. This type of team building, collaboration and training cannot be communicated on paper nor can it be developed in a 15 to 30 minute timeframe. Appendix B outlines the content of the three-day training for Phase 1.

Phase 2 The second phase of Ministry Training is scheduled to occur in mid-May, 1999. The focus will be on the Curriculum and Resource Policy Documents as shown in Appendix B.

Phase 3 Plans for the third phase of Ministry Training to address assessment, evaluation and reporting are slated for early fall of 1999.

The Dilemma

From the feedback we have received to date from the in-service sessions, it has been very encouraging to hear that the School Implementation Teams are generally "on board" and are quite positive about getting on with the implementation; however the dilemma we are faced with at this late date is the one of creating blocks of time for teachers to come together.

PROPOSAL AND RATIONALE:

To address part of the dilemma, Hamilton-Wentworth District Secondary School Administrators are requesting permission for secondary schools to conduct four Secondary School Reform in-services for the entire staff on a shared-time basis. Shared time is defined in this case as one and one-half hours of regular class time combined with one and one-half hours of after school time. The proposal requests that students of all secondary schools be dismissed from school one and one-half hours earlier than usual on four Thursdays in May and June.

Co-ordination of Dates for In-service Sessions

If the proposal is approved, the dates for the in-service sessions and early dismissal will be co-ordinated through the secondary school principals across the system.

Organization of the In-Service Days

Every secondary school Principal, in consultation with the School Council, Student Council, and Branch Representatives, will determine the most appropriate way to schedule classes and organize the in-service sessions.

Decisions about the continuation of special education classes on the in-service days will be made in conjunction with the parents.

Communication of Information to Students and Parents

Secondary Schools will inform parents through a newsletter sent home with students each month prior to the in-service and early dismissal days indicating the purpose and nature of the in-service and the date of the early dismissal.

As well, a Board wide Communications plan will be developed through Jane Allison in consultation with representatives from the Secondary School Principals, OSSTF, District 21, and the Superintendents responsible for Secondary Schools.

Transportation and Transportation Costs (Appendix C)

The Transportation Department has indicated that 52 large buses at a cost of $35 per trip and 25 mini-buses at a cost of $50 per trip will be required for each early dismissal day. There will be no additional costs for taxi service. Therefore the maximum daily transportation cost for this proposal will be $3070 and the total maximum cost for the four days will be $12,280.

Part of a Larger Secondary School Reform In-service Package

This request is only part of other in-service sessions that are already occurring and being planned by Hamilton-Wentworth District Secondary Schools.

The purpose of this request is to support the Secondary School Implementation Teams who require time to adequately introduce the information presented in both Phase 1 and Phase 2 in order to work through the implementation preparation process as outlined in the Train the Trainer In-service sessions. The focus will be on a combination of whole school and department level sessions. The department sessions may be within the school or among other schools to foster a sharing of information.

In addition, each secondary school will be conducting a variety of other in-service and information sessions for staff, students, parents, feeder schools, school councils, and community, based on individual school needs.

Future Directions

Subject to budget availability and staff allocation, an implementation plan will be developed for 1999-00. The plan will provide time for in-service for grade 9 teachers and department heads involved in the implementation of Phase 2 and 3, (which is specific to curriculum and assessment, evaluation and reporting initiatives); for preparation of teachers of grade 10; and for awareness of newly released grade 11 and 12 Curriculum policy documents in the spring of 2000. Some suggestions, including a "shortened day," are outlined in the recent memo from Veronica Lacey (Appendix B).

Other areas that will be part of the 1999-2000 plan include the organization of instructional, examination and professional development days and the provision of secretarial support for the development of school level curriculum documents.

15-4

INTENDED SSR TIMELINES

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
New Curriculum	9	9 - 10	9 - 11	9 - 12	
Streaming of courses	9	9 - 10	9 - 11	9 - 12	
New diploma requirements	9	9 - 10	9 - 11	9 - 12	
Secondary School Literacy Test		10	10 and retakes	10 and retakes	10 and retakes
Community Involvement	9	9 - 10	9 - 11	9 - 12	
Revised Co-operative Education policies and procedures		9 - 12			
New diploma				12	
Teacher Advisor System	7 - 9	7 - 10	7 - 11		
Annual Education Plan	7 - 12				
Prior Learning Assessment and Recognition			10	10 - 11	10 - 12
Full disclosure of Grade 11 and 12 courses	11 - 12/OAC				
Ontario Student Transcript	9 - 12/OAC				
Guidance and Career Education Program Effectiveness Survey				Every three years starting in 2002-2003 and focused on the guidance and career education program.	
Report Cards	9	9 - 10	9 - 11	9 - 12	

15-5

Building Capacity for Secondary School Reform

PHASE I TRAINING

Developing Capacity for Change

- Strategies for Successful Secondary School Reform (3)
- Professional Learning Communities (4)
- Managing Change in Secondary Schools (10)
- Building the Team (11)

Choices Into Action Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools 1999 (12)

- Competencies for Students
- Career Exploration Activities
- Annual Education Plan
- Teacher Advisor Program
- Program Advisory Team
- etc.

Ontario Secondary Schools Grades 9 to 12 Program and Diploma Requirements 1999

- Context of Reform (2)
- Streaming Policy (5)
- Education for the 21st Century – video (9)
- Beyond the Classroom: Student Experiences in the Community (13)
- New Diploma Requirements (14)

Curriculum Policy Documents

- Application of Streaming Policy – Curriculum (6)
- Assessment, Evaluation and Reporting (7)
- Secondary Curriculum Policy Documents (8)

PHASE II TRAINING

Curriculum Policy Documents (250+ courses)

- Program Planning and Assessment
- The Arts
- Business Studies
- Canadian and World Studies
- Classical and International Languages
- English
- English as a Second Language/English Literacy Development
- French as a Second Language
- Guidance and Career Education
- Health and Physical Education
- Interdisciplinary Studies
- Mathmatics
- Native Languages
- Native Studies
- Science
- Social Science and The Humanities
- Technological Education

Resource Documents

- Course Profiles (40%)
- Teacher Advisor
- Annual Education Plan
- Community Involvement
- Provincial Report Card
- Ontario Student Transcript
- Electronic Curriculum Planner
- Assessment, Evaluation and Reporting

15-b

In Case of Transmission Difficulties, Please Call 416-863-2101

Please Deliver To: (21) Hamilton-Wentworth District School Board

Appendix B

OFFICE OF THE

APR 21 1999

DIRECTOR OF EDUCATION

MEMORANDUM TO: Directors of Education

FROM: Veronica Lacey
Michael Fullan
Co-chairs, Curriculum Implementation Advisory Coalition

DATE: April 21, 1999

RE: Implementation of Secondary School Reform

The Curriculum Implementation Advisory Coalition recognizes the efforts of school boards as they continue to implement the reform of elementary and secondary school education in Ontario. In addition, all Coalition partners are aware that implementation requires both time for teachers and resources to support implementation in the classroom.

In order to ensure that teachers get the support they need to implement the new elementary and secondary school policy directions, the Ministry is committed to working with school boards and schools as they prepare for implementation of grade 9 in September 1999. The experiences of the first year of implementation will provide input as the Ministry and Coalition continue to develop plans to support ongoing implementation at both the elementary and secondary levels.

One issue that has consistently been raised concerns time for teacher in-service. Teachers and school board administrators have indicated that time must be available if teachers are to effectively implement the new policy directions and curriculum expectations.

As you may be aware, a Coalition of representatives from key educational organizations, has been providing advice about the implementation of reforms to education in Ontario.

At a recent meeting of the Coalition's Ad Hoc Advisory Committee, the issue of time for teachers to prepare for September implementation of the new grade 9 program was tabled. Several options were presented and, in a subsequent meeting, a number of suggestions were compiled (see attached document entitled *'Suggestions For Schools to Provide Time for Teachers'*).

Members of the Coalition have requested that Directors of Education be made aware of these suggestions and be encouraged to develop a plan for their school district together with their local stakeholder partners, including representation from their local teachers' federations, outlining how time for teachers could be made available for grade 9 teachers.

School boards are encouraged to become familiar with the new secondary school policy and curriculum directions and to provide flexibility for their secondary schools within the legislation and regulations in order to schedule time for teachers' local inservice.

The Coalition is requesting that you continue to support your secondary school principals as they work with their staff to find time to implement the essential changes for September 1999.

Sincerely,

Michael Fullan
Dean of Education
OISE/UT

Veronica Lacey
Deputy Minister
Ministry of Education and Training

Suggestions for Schools to Provide Time for Teachers

The following suggestions may be helpful:

- Modify the school day within the legislation and regulations. In some school districts, principals are time tabling their schools in order to provide time for teachers to meet as a staff, as a division or as a subject discipline. In the past, secondary schools have organized a "shortened day" in order to allow students opportunities to participate in extracurricular activities. This strategy may be considered if students are provided with an out of class assignment to ensure that the course material is covered. In certain school districts this arrangement is already occurring.

- Schedule presentations, speakers or other related activities during the school day in order to provide a block of time during which teachers can prepare and plan for implementation.

- Offer incentives to teachers who participate in sessions outside the instructional day , on weekends or during the summer

- Availability of supply teacher coverage has been identified as an obstacle to implementation. To recognize teachers who provide coverage for their colleagues participating in implementation activities, schools could bank the equivalent supply teacher days for future use by their staff.

- Organize sessions for teachers during the professional development days or June examination schedule, when possible.

- Enter into an agreement with coterminous boards to co-ordinate implementation activities and changes in the organization of school days.

- Involve local federations in the development and organization of sessions for teachers.

It is recognized that every school board is unique and decisions by boards will reflect community expectations and local needs.

#17(i)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution by the Director
Signature: M Matier
Date: April 30/99

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: April 28, 1999

Re: ***CURRICULUM PROCESSES POLICY***

Recommended Action:

Moved by _____ that the Curriculum Processes policy be approved as recommended by the Joint Advisory Committee and Executive Council.

Rationale:

The Curriculum Processes Transition Committee consisting of stakeholders representing the interests of parents, teachers, and administrators worked collaboratively to develop a Curriculum Processes policy. The Curriculum Processes policy has been reviewed and approved by both the Joint Advisory Committee and Executive Council.

MG)-1

DRAFT

Policy No. 000

CURRICULUM PROCESSES POLICY

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board that student achievement is improved through curriculum management which includes stakeholder participation in the processes of curriculum review, development and implementation at the system and school levels.

RESPONSIBILITY: Superintendent of Instructional Services
Superintendents of Education with curriculum/program portfolios

OPERATING PROCEDURES:

1.0 The Hamilton Wentworth District School Board shall develop curriculum management plans as required to improve student performance and to meet the expectations of the Ministry of Education's mandated elementary and secondary curriculum. Curriculum management plans will establish major curriculum directions for the system. The plans will outline the resources needed and be brought to the Board for approval.

2.0 Curriculum management plans shall be developed at the system and school levels as required.

3.0 A variety of stakeholder groups, including but not limited to trustees, supervisory officers, elementary and secondary administrators, elementary and secondary teachers, Instructional Services staff, School Councils, Home and School members, students, Community, business and articulation representatives, shall be invited to participate in the development, implementation and review of system curriculum management plans as appropriate.

4.0 Stakeholder participation shall provide a forum for discussion and consultation regarding the system curriculum management plans, including the following:

- plans for the review, development and implementation of Ministry curricula and/or system program initiatives;
- service delivery models including the provision of support staff;
- budget and resource allocations;
- partnerships with other organizations, institutions or boards;
- realistic timelines, roles and responsibilities;
- teacher training and development;
- alignment of curriculum, instruction and assessment
- strategies for meaningful parent and community involvement;

- measures of accountability for individual student achievement, staff, parents and other stakeholders;
- communication strategies.

REFERENCE: Education Act, Section 170 and 171

#18

Approved for distribution
by the Director.
Signature: [signature]
Date: April 30/99

DATE: May 6, 1999

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond, Superintendent of Education
Dave McIsaac, Principal, Adult and Continuing Education

RE: **ADULT AND CONTINUING EDUCATION STATUS REPORT**

REPORT: Information

RECOMMENDED ACTION:

Moved by _____ that the Adult and Continuing Education Status Report, as presented, be received for information.

BACKGROUND INFORMATION:

Annual Adult and Continuing Education reports have been a regular practice in the former county and city Boards. These reports have provided trustees with an ongoing update regarding the effectiveness and economic viability of each of the programs within the portfolio of Adult and Continuing Education.

In the 1997-98 school year, due to amalgamation during the year and the existence of two Adult and Continuing Education programs and principals, no annual report was presented.

Effective September, 1998, Dave McIsaac became the Principal of Adult and Continuing Education for the Hamilton-Wentworth District School Board. Since September, Dave has been working to streamline parallel functions, to avoid duplication of services, to consolidate two budgets, and to determine existing and new directions for Adult and Continuing Education programs. Although the newly amalgamated Adult and Continuing Education department has been in operation for less than one school year, this report is being presented to provide you with an update on the status of Adult and Continuing Education to date.

A visual power point status report has been developed and will be presented to trustees at the May 6, 1999 Education Committee meeting.

#19

Approved for distribution
by the Director.
Signature: [signature]
Date: April 30/99

DATE: May 6, 1999

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond, Superintendent of Education
Dave McIsaac, Chief Administrative Officer, ABC etc…

RE: **ANNUAL REPORT OF THE ADULT-BASED CONTINUING EDUCATION AND TRAINING CORPORATION (ABC etc…)**

REPORT: Information

RECOMMENDED ACTION:

Moved by _____ that the Annual Report of ABC etc… be received for information.

BACKGROUND INFORMATION:

The Adult-Based Continuing Education and Training Corporation (ABC etc…), approved by the former city Board as an arms length corporation, was incorporated on December 23, 1997.

In accordance with Board direction, the accompanying Annual Report of the Corporation is presented for trustee information.

ABC *etc*...

Adult-Based Continuing Education and Training Corporation

Annual Report

March 31, 1999

To All Members:

A MESSAGE FROM THE PRESIDENT:

Since the Adult Based Continuing Education and Training Corporation (ABC etc...) became incorporated on December 23, 1997, much energy has gone into the growth of the corporation. Over the past year directors have been elected, by-laws have been approved, officers have been appointed and auditors have been hired. The Board of Directors has met on a monthly basis to conduct business and monitor the operations of the corporation.

ABC etc... has two objects that are central to the understanding of our mandate and goals for the future. The objects for the corporation are as follows:

To develop, establish, maintain and operate educational, training and re-training programs that, in the opinion of the Directors, will promote the cause of community education, training and re-training.

When the Directors deem it advisable, to make awards or gifts to individuals, organizations, corporations or institutions for accomplishment in or to assist in the furtherance and promotion of community education, training and re-training or research therein.

I am pleased to report that as of March 31, 1999 ABC etc... as a newly formed corporation has been successful in achieving these two objects. It is with great enthusiasm that I look forward to the ongoing expansion of the work of the corporation in our community.

A MESSAGE FROM THE CHIEF ADMINISTRATIVE OFFICER:

During the past year the corporation has attracted financial support, provided training to corporate clients and participated in partnerships which have allowed the corporation to reach self-sufficiency and offer expanded opportunities to the region.

Recently, the HWDSB has gone through an amalgamation and new funding initiatives which has caused our system to re-examine many of its policies and procedures. Our staff has needed to spend large amounts of time gathering information and adapting to these changes. The corporation has been immune to many of these changes and has been able to remain focused on developing programs.

Partnerships have continued to develop with the corporation due to its small size and flexibility in meeting clients needs. As new programs begin and existing programs grow, new staff are hired and trained through a streamlined procedure and immediately begin to enhance our delivery of programs and carry on the objects of the corporation.

ABC etc... has received external funding from Human Resources Development Canada which has allowed the corporation to hire staff and implement 4 much needed programs within our region: The Stoney Creek Career and Employment Resource Centre, The Briarwood Employment Assistance Program, The Youth Internship Employment Readiness Program, and the Youth Internship Computer Refurbishing Program at the Binkley Technology Centre.

The Stoney Creek Career and Employment Resource Centre:

This program has provided more than 800 clients with a comfortable and safe environment as well as assistance in conducting their personal job search activities. This assistance included access to current resources, videos, published materials and Internet access for on-line job search. Computer, fax and telephone equipment and training was also made available to clients to facilitate the development of effective resumes and cover letters as well as networking and follow up opportunities. Seminars and workshops were also provided as necessary to allow each individual client the greatest chance of success.

The Briarwood Employment Assistance Program:

This program provides free assistance to clients, in groups of seven to ten, in a more structured setting. As of March 31, 1999 this program has assisted 35 individuals to successfully find full-time employment. The assistance includes skill and interest assessments, employment counseling, and a wide range of individualized workshops and seminars designed to result in full-time employment for each participant.

This program also provides access to resources and equipment similar to the Resource Centre mentioned above and both programs actively share client referrals to best meet the needs of the individual. This program fits very well with the Continuing Education programs of the Hamilton-Wentworth District School Board and provides the often necessary next step for the Adult Learner - finding the right job.

The Youth Internship Employment Readiness Program:

This program, while similar to the previous Employment Assistance Program, is actually a much more in-depth training and skill development program designed to focus on At-Risk Youth, located at the Briarwood Adult Learning Centre.

As of March 31, 1999, the end date of this particular program, 39 individuals had been assisted with the improvement of their career awareness and the development of skills essential to completing a successful job search with increased confidence and expertise.

The Youth Internship Computer Refurbishing Program:

This Youth Internship Computer Refurbishing Program at the Binkley Technology Centre is operating out of Binkley School in West Hamilton. To date, 40 clients (30 At-Risk Youth and 10 Adult Learners) have been trained in this facility during the first two sessions of the program. This program is designed to provide clients with the skills and experience necessary to successfully complete the A+ Certification Exam: the national standard for Certified Computer Technicians.

Participants receive 11 weeks of in-class and hands-on training from highly skilled professional technicians, followed by 10 weeks of on-the-job training at a variety of technology-related work sites within the community. Throughout the program, participants also receive training and assistance in job search techniques, resume and interview skills development, and personal presentation skills.

A MESSAGE FROM THE CHIEF BUSINESS OFFICER:

Incorporated for a year, ABC etc... experienced start up delays mainly attributed to early Hamilton-Wentworth District School Board amalgamation challenges.

Program offerings were established in the fall of 1998 through the primary funding source of HRDC. Contracts for programs have been entered into with ABC etc... for the purpose of facilitating the delivery of service to the community. All programs are reviewed by HRDC for the purpose of assessing outcomes and continued funding. Should a funding source not be renewed, ABC etc... establishes the sustainability of the program through its own means.

The referenced revenue and expense statement provides an overview of the activities up to March 31, 1999. The financial records are presently being converted to a new software reporting system. This conversion and year-end audit is being preformed by ABC's external chartered accountant firm.

It is anticipated that the audited financial statement will be available within the next 6-8 weeks.

ABC etc... - Financial Summaries – As of March 31, 1999
Unaudited Statement

Revenue	
External funding through HRDC	359,400
Computer refurbishing and sales	20,300
Total Revenue	379,700
Expenses	
Salaries and Wages	234,500
Facility Usage	60,300
Program Expenses	74,800
Total Expenses	369,600
Operating Income	10,100

****The above presentation has been rounded to the nearest 100**

BENIFITS TO THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD:

- ABC etc... has been able to incorporate and operate for one year at no additional cost to the Hamilton Wentworth District School Board;
- The corporation has provided assistance to approximately 950 clients through its various programs;
- The daily operating costs for Binkley School, which was a closed facility, will be paid by ABC etc... for the period from November 1998 to June 1999;
- The development of future relationships between the Hamilton Wentworth District School Board and ABC etc... in regards to the accommodation plan;
- The close relationship that exists between the Hamilton Wentworth District School Board and ABC etc... has produced some very positive public relations within the business and government community;
- The new programs have been provided by ABC etc... employees which has not increased the workload of Hamilton Wentworth District School Board employees;
- Approximately 130 computers have been repaired or refurbished and approximately 30 computers have been built for the school system.

BUSINESS PLAN FOR APRIL 1, 1999 - MARCH 31, 2000

A nominating committee was struck and the following Directors were nominated and re-elected for a further 1 year term. Merv Matier was re-elected as President and Chair of the Board, Elizabeth Bond was re-elected to the position of Secretary/Treasurer and Ray Mulholland was re-elected as Vice-President of the Corporation. David McIsaac was re-appointed as Chief Administrative Officer and Daryl Sage was re-appointed as Chief Business Officer.

The next twelve months will see a continued expansion of existing programs and the creation of new programs designed to meet specific needs within the Hamilton-Wentworth Community. Examples of this expansion include changes to the Youth Internship Computer Refurbishing Program and the Binkley Technology Centre as a whole, as well as the introduction of two new Career and Employment Resource Centres and a number of new partnerships designed to increase the overall effectiveness and training opportunities within the region.

The expansion of an existing program can be seen in the Youth Internship Computer Refurbishing Program. The first two sessions of this program were funded through Human Resources Development Canada as an Internship Program for At-Risk Youth. Starting with the third session, however, this program will no longer be funded through HRDC but will be a self sufficient training program opening to a wider range of clients with an increased focus on training, skill development, and entrepreneurial ventures.

To this point, the Binkley Technology Centre (Binkley School) has been the home for the Youth Internship Computer Refurbishing Program alone. Starting in April, 1999 there will be several new programs opening in the facility in partnership with the newly expanded and independent Technology program. These newcomers include a partnership to provide a west-end site for the InterNetworking Program, and potentially, a partnership with Open For Business to provide a non-traditional Entrepreneurial Training program. Both of these programs are HRDC funded not-for-profit ventures. Also included in the list is a new ABC etc... program: The Binkley Technology Centre Employment Resource Centre.

The Binkley Technology Centre Employment Resource Centre is an example of a completely new program being developed by ABC etc... in partnership with Human Resources Development Canada to provide a much needed service in the west end of the city. This centre will be an expanded version of the Career and Employment Centre model provided previously in Stoney Creek. The Stoney Creek centre will also be closed and re-opened as a twin to this larger centre. The key improvements to the program include expanded advertising and involvement in community groups, fuller assessment procedures, linkages to local business and educational institutions, a wider range of seminars and workshops, and a much more proactive approach to dealing with the employment needs of the community.

It is the intention of the Corporation to provide a balanced offering of programs throughout Hamilton-Wentworth. This involves not only creating the programs and partnerships that are necessary to meet the needs of the community but also to provide a number of similar centres in key areas of the city to allow access for the greatest number of clients.

The Binkley Technology Centre is being developed to address the needs in the west end of the city, while the Briarwood Adult Learning Centre is working to provide for the central/east areas of Hamilton. The Stoney Creek Adult Learning Centre is growing to provide equivalent services to the rapidly expanding community of Stoney Creek. Along with the changes taking place within the Resource Centre in Stoney Creek, a second partnership is being developed with Open For Business to provide an east end location for their non-traditional Entrepreneurial Training program.

ABC etc... will continue to work closely with the HWDSB. As the HWDSB continues to develop its accommodation plan, the Corporation is eager to assist with the utilization of facilities on a lease basis as has happened successfully with the Binkley School facility.

As ABC etc... continues to grow, as a result of these and other new programs, it will create the possibility for new opportunities in training and service programs that will help to further address the issues of unemployment and skill development in our community.

These types of co-operative ventures can only be a positive step in bringing the community together in providing an efficient and easily accessed full-spectrum assistance program. In time, the programs being developed through ABC etc... will provide a number of one-stop full-service facilities throughout Hamilton and the surrounding area that will assist individuals on a long term basis and increase the awareness of relevant issues within the community as a whole.

PROPOSAL

The Corporation requests permission to lease Red Hill School in the east end of the city. The terms and conditions of this lease would be determined through discussions with the rental department of the HWDSB.

RATIONALE

Brock University is expanding their educational programs at Briarwood and have requested additional space within the building. To assist Brock University in this expansion some Corporation and Continuing Education programs may need to be relocated. Also, the facilities in Stoney Creek are quickly becoming overcrowded and additional space is required. ABC etc... is prepared to lease Red Hill School from the HWDSB and to accommodate Adult and Continuing Education Programs where possible.

#20

The Hamilton-Wentworth District School Board

M e m o

Approved for distribution by the Director.
Signature: M Matier
Date: April 30/99

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: May 1, 1999

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by: _____

That the April, 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of April, 1999.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	1998 ACTUALS							1999 ACTUALS						1998/99
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	BUDGET
Teachers - Elementary	2,059.10	2,059.10	2,059.10	2,051.30	2,065.00	2,065.00	2,065.00	2,065.00	2,065.00	2,066.00	2,066.00			2,045.40
Teachers - Secondary	1,197.39	1,197.39	1,197.39	1,201.84	1,201.84	1,201.84	1,201.84	1,201.84	1,201.18	1,201.18	1,201.18			1,057.69
Teacher Assistants	351.12	351.12	351.12	351.50	363.50	363.50	363.50	376.00	377.00	377.00	384.00			345.00
Professionals & Paraprofessionals	161.00	161.00	161.00	159.00	159.00	159.00	159.00	161.00	161.00	162.00	162.00			161.00
School Administration	450.83	450.83	450.83	406.78	406.78	406.78	406.78	406.78	406.78	406.78	406.78			406.03
Consultants & Special Assign. Tchrs.	29.50	29.50	29.50	37.00	37.00	37.00	37.00	37.00	37.00	37.00	37.00			37.00
Board Administration & Governance	175.16	175.16	175.16	158.58	158.58	158.58	158.58	148.58	149.87	149.87	149.87			148.76
School Operations	503.63	503.63	503.63	472.48	472.48	473.48	473.00	466.00	466.00	466.00	466.00			464.07
Continuing Education	7.52	7.52	7.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52	4.52			4.52
Transportation	1.75	1.75	1.75	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25			1.25
Staff on Loan (recoverable)	17.83	17.83	17.83	15.00	15.00	16.00	16.00	16.00	13.67	15.67	15.67			13.00
Total Full Time Equiv. Positions	**4,954.83**	**4,954.83**	**4,954.83**	**4,859.25**	**4,884.95**	**4,886.95**	**4,886.47**	**4,883.97**	**4,883.27**	**4,887.27**	**4,894.27**			**4,683.72**

Prepared by Human Resources - May 1, 1999

#21

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution by the Director.
Signature: [signature]
Date: April 30/99

To: Executive Council

From: Ken Bell, Superintendent of Education

Date: April 30, 1999

Subject: **COMPENSATORY EDUCATION REVIEW**

Recommended Action:

Moved by _____, that an ad-hoc committee be established to review Compensatory Education in The Hamilton-Wentworth District School Board, and that a report be prepared for the Board in January 2000.

1.0 Background

1.1 Scarcity and choice are two basic concepts of economics. Scarcity is the concept of unlimited wants and needs and limited resources. Since we have scarcity, we are always faced with making choices about how to use limited resources. In times of growth, choices are easier. When the demands are increasing and resources are shrinking, choices become tougher.

1.2 Services provided to support the educational process need to be reviewed on a regular basis. It may not always be possible to add additional services. Therefore, priority needs must be identified and, as necessary, resources adjusted to meet the top priorities.

2.0 Purpose of Review

2.1 The purpose of this review is to provide a current base of information to be used in defining and identifying Compensatory Education Schools in The Hamilton-Wentworth District School Board. Recommendations on staffing and budget issues related to Compensatory Education will also be addressed.

3.0 Future Actions

3.1 A committee to perform this review will be established consisting of:

- 2 – Superintendents of Education
- 2 – Principal Advisory Team Members
- 2 – School Council Representatives
- 2 – Resource Staff
- 2 – Trustees
- 2 – Teachers

3.2 The review committee will consider previous reports from the former Hamilton Board of Education, provincial directions and criteria, EQAO results, census data, police and public health information, and other pertinent data.

3.3 The review of Compensatory Education will be completed by December 1999, and a report will be presented to the Board in January 2000.

#22

Approved for distribution
by the Director
Signature:
Date: April 30/99

1999 05 06

TO: **The Director of Education**

FROM: **P. Gillie, Superintendent of Education**
J. Kott, Consultant - Environmental and Outdoor Education

RE: **Environmental/Outdoor Education Follow Up to L.E.I.C. Sub-committee Workgroups**

RECOMMENDATIONS:

1. Moved by _____, seconded by _____ that, the recommendations for the outdoor and environmental education sites, staff and funding in the Report from the Enlarged Environment/Outdoor Education workgroup be approved.
2. Moved by _____, seconded by _____ that, the draft Environment Policy be presented to the Joint Advisory Committee.

RATIONALE:

1. Recommendations concerning Outdoor Education and the Environment Policy for the Board were developed by a small work group of three as part of the Curriculum Processes Sub Committee and presented to the Local Education Improvement Committee. The L.E.I.C. recommended " that existing programs continue and Wentworth students be given the option to sign up for any available time slots and that a review of the existing programs and delivery model be undertaken." (Appendix B)
2. Before bringing recommendations back to the Board, in follow up to the Report to the L.E.I.C., a larger work group was put together and a wider base of input was gathered through a questionnaire to schools. (AppendixC)
3. The questionnaires were forwarded to School Principals requesting input from staff and Environment Reps. Input has been received from 25 secondary staff and 166 elementary staff for a total of 191 responses. (Appendix D)

   The questionnaire results can be grouped into four parts: awareness of and procedures for using the outdoor education sites; the curriculum and programs available at the sites; the delivery model; and funding.

   In sum, there continues to be a desire by elementary and secondary teachers to use the available outdoor education sites to enrich the curriculum for their students. The demand for available time slots has increased to the point where there is a waiting list of close to thirty classes.

   The current model requires the classroom teacher to teach their own lessons. The Site Administrator assigned to the program schedules classes, prepares materials and equipment, and ensures proper safety and environmental procedures. While many teachers indicated an ongoing preference to continue with this delivery model, a significant number also showed a preference for a certified teacher on site to deliver instruction.

   Few are fully aware of how a program like this is funded under the new funding model. However there continues to be support for the school to contribute to the transportation cost associated with this program.
4. The Committee is advising a staged change in the delivery model over at least a two year period. (Appendix A)

ATTACHMENTS :

APPENDIX A	Report of the Enlarged Environment/Outdoor Education Workgroup
APPENDIX B	Recommendations to the Local Education Improvement Committee
APPENDIX C	Questionnaire to Schools
APPENDIX D	Summary of Questionnaire Results
APPENDIX E	Proposed Environment Policy

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APPENDIX A

REPORT OF

THE ENLARGED ENVIRONMENT/OUTDOOR EDUCATION WORKGROUP

IN FOLLOW UP TO THE RECOMMENDATIONS OF

THE CURRICULUM PROCESSES SUB COMMITTEE

TO THE LOCAL EDUCATION IMPROVEMENT COMMITTEE

Table of Contents

Part A	Background
Part B	Committee Members
Part C	Findings
Part D	Summary and Conclusions
Part E	Link with Ontario Curriculum
Part F	Recommendations

" *We believe that we all share the responsibility for a healthy and safe environment.* "

From the proposed beliefs of the
Hamilton-Wentworth District School Board – Striving to become the new "us'

April 1999

REPORT OF THE ENLARGED ENVIRONMENT/OUTDOOR EDUCATION WORKGROUP

A. BACKGROUND:

The role of outdoor education and the environmental policy must now be consistent with the new Ontario Curriculum for Elementary and Secondary Students. The Consultant for Outdoor and Environmental Education is to work collaboratively with other Consultants and Special Assignment Teachers to include Environmental and Outdoor Education in the development of the approach to the Ontario Curriculum and to Secondary Reform. As well, the Consultant is to carry out the work of and recommendations from the Curriculum Processes Sub - Committee of the Education Sub - Committee related to Environmental and Outdoor Education.

Recommendations concerning Outdoor Education and the Environmental Policy for the Board were developed by a small work group of three as part of the Curriculum Processes Sub Committee and presented to the Local Education Improvement Committee (Appendix B) The L.E.I.C. recommended " that existing programs continue and Wentworth students be given the option to sign up for any available time slots and that a review of the existing programs and delivery model be undertaken."

Before bringing recommendations back to the Board for implementation, it was felt that a wider base of input was needed. As a result, a larger work group was put together and a questionnaire for schools to respond about outdoor education and the environment was developed.

1. COMMITTEE MEMBERS:

Joan Kott	Chair, Consultant Environment and Outdoor Education
Pat Gillie	Superintendent of Education
John Hannah	Site Administrator
Richard Dawson	Principal - Elementary
Stella Green-Gibson	Vice-Principal - Secondary
Ron Vine	Teacher - Elementary
Cynthia Lea	Teacher - Elementary
Brian Lennox	Teacher - Secondary
Libby Jenkins	Parent
Bruce Duncan	Community

C. FINDINGS:

A forced response questionnaire was developed and circulated in January to schools through a board mailing. Principals were asked to share the questionnaire with staff and in particular with environment reps, staff who have used the outdoor facilities, and Science and Geography Heads. When the questionnaire was sent out, the Science and Technology Inservice for Train the Trainer sessions had just started. Secondary staff had not received applicable information about Secondary Reform. Input was received from 25 Secondary and 168 Elementary respondents for a total of 191 replies. (Appendix C)

The questionnaire focussed on four areas: awareness of the outdoor education sites; curriculum and program relating to outdoor and environmental education; the delivery model used at the outdoor sites; and funding. A summary of the questionnaire results is shown in graph form in Appendix D.

Questionnaire Results

Awareness (questions 1-4)

Approximately half of the respondents were aware of the three Board sites - Chrisite Outdoor Education Centre, Dave Brown Outdoor Education Site behind G.R.Allan School, and WIC (Watershed Interpretative Centre housed at Elizabeth Bagshaw School). About a third were familiar with booking procedures, transportation arrangements and the role of the Site Administrator for using the Centres.

Curriculum and Program (questions 5-10)

A good majority of the responses overall indicated that the Centres were beneficial to the Curriculum and Programs that teachers were delivering to their students. Over three quarters of the respondents used the centres to enhance their program for their students.

- 86% indicated there were opportunities to integrate Environmental, Outdoor Education programs into their present curiculum
- 68% indicated environmental and outdoor education experiences were required within the curriculum
- almost half did not know if present opportunities at the sites met their curriculum needs
- over 80% supported specific programming for core curriculum at specific grade levels and wanted programs to provide for both integrative and recreational opportunities

Delivery Model (questions 11-14)

The present delivery model requires the classroom teacher to plan the lesson and to deliver the instruction. The Site Administrator collaborates with the teacher at the time of booking and prepares materials and the site for the class visit. The Site Administrator assists the teacher in the program for the day and works with students in some of the activities. There are times when the teacher is not familiar with the activity or site and seasonal details and the Site Administrator takes the lead, contrary to the delivery model.

- approximately half of the respondents were comfortable with the present delivery model, while a third had no response to this question
- over two thirds indicated a preference for a qualified teacher at the site to facilitate program delivery
- over half indicated satisfaction with either arrangement and almost as many preferred the option to use either delivery model depending on the lesson to be delivered

Funding (questions 15-16)

The new funding model essentially concentrates dollars to the school. This type of model makes it difficult to fund and run a program that is available across the District without centralizing some budget. In order to raise awareness about this shift in the allocation of funds, questions were asked about funding. The results indicated a general lack of understanding about how this program is funded and would need to be funded. Teachers continues to be support the practice of the school contributing toward the cost of transportation to the centre.

D. SUMMARY AND CONCLUSIONS:

With the bringing together of the two former Boards and the hiring of many new teachers, it is obvious that the general level of awareness across the District about programs and resources available in the Board on any topic will be lower than usual. The responses indeed indicate the need to make educators aware of the Board's facilities and opportunities for students. Since this questionnaire and the "Science and Technology Train the Trainer Inservice", there has been an increase in requests for booking and specific programming, especially from Elementary teachers. There is a waiting list of over thirty classes.

Respondents indicate strong links to present cumculum and opportunities for integration and recreational programming. Curriculum links at specific grade levels and programming to support overall and specific student learning expectations within leaning strands are essential to Environmental, Outdoor Education prograniming. Demands on the centres continue to grow, as teachers become more knowledgeable of the Ontario Curriculum Documents (especially Science and Technology) and Secondary Reform.

Responses regarding delivery model indicate a strong need for qualified teachers at the centres to provide curriculum-based programming. Other factors which include: familiarity with the area, specific subject matter, availability and use of specialized equipment, teacher comfort level with the setting and physical demands are also factors supporting the need for qualified staff at the Centres. Currently, we are limited to operating at one site daily due to the present staffing allocation. Demand on the centres at the Elementary and Secondary levels will increase as curriculum needs become more apparent and former Wentworth Schools become aware of our centres. A flexible delivery model will best suit the needs of teachers and students.

Environmental and Outdoor Education is inclusive within the Ontario Curriculum Documents. Providing students with learning opportunities in order "*to relate scientific and technological knowledge to each other and to the world outside the school*" is the third goal of Science and Technology Education . Allocation of budget to fund program and assist with transportation should be maintained. A two to four year plan for the renewal of the Environmental, Outdoor Education Centres and program in line with the Ontario Curriculum is reasonable in order to develop appropriate lessons and programs .

E. LINK WITH ONTARIO CURRICULUM:

The overall and specific student learning expectations that link Environmental and Outdoor Education are numerous. Examples that have been identified illustrate the basis for Environmental, Outdoor Education being included in a variety of curriculum programs. Further, Environmental, Outdoor Education programs provide opportunities for cross-curricular programming in all subject areas.

Examples from the Ontario Curriculum Grades 1-8 and Gades 9 and 10, identifying division and grade levels, strands and topics and overall and specific student learning expectations are provided on the following charts:

ONTARIO CURRICULUM DOCUMENTS LINKING

ENVIRONMENTAL, OUTDOOR EDUCATION PROGRAMMING OPPORTUNITIES

DOCUMENT	DIVISION/GRADE	STAND AND TOPICS
Science and Technology	**Primary**	
	Grade 1	Life Systems: Characteristics and Needs of Living Things Energy and control: Energy in Our Lives Earth and Space Systems: Daily and Seasonal Cycles
	Grade 2	Life Systems: Growth and Changes in Animals Energy and Control: Energy From Wind and Moving Water Earth and Space Systems: Air and Water in the Environment
	Grade 3	Life Systems: Growth and Changes in Plants Earth and Space Systems: Soils in the Environment
	Junior	
	Grade 4	Life Systems: Habitats and Communities Earth and Space Systems: Rocks, Minerals, and Erosion
	Grade 5	Earth and Space Systems: Weather
	Grade 6	Life Systems: Diversity of Living Things Matter and Materials: Properties of Air and Characteristics of Flight
	Intermediate	
	Grade 7	Life Systems: Interactions Within Ecosystems Earth and Space Systems: The Earth's Crust
	Grade 8	Life Systems: Cells, Tissues, Organs, and Systems Earth and Space Systems: Water Systems
Social Studies Grades 1 to 6, History and Geography Grades 7 and 8	**Primary**	
	Grade 3	Heritage and Citizenship: Pioneer Life Canada and World Connections: Urban and Rural Communities
Social Studies Grades 1 to 6, History and Geography Grades 7 and 8	**Intermediate**	
	Grade 7	Geography: The Themes of Geographic Inquiry Geography: Natural Resources
Health and Physical Education	**Primary, Junior, Intermediate**	
	Grades 1-8	Health and Physical Education: Active Participation

EXAMPLE STRANDS AND LEARNING EXPECTATIONS LINKING ONTARIO CURRICULUM TO ENVIRONMENTAL, OUTDOOR EDUCATION

The Ontario Curriculum Grades 1-8, Health and Physical Education

Strand: Topic	Division/Grade:	Student Learning Expectations: Concepts, Skills & Application (Know, Do, Apply)
Active Participation	Primary, Junior, Intermediate: Grades 1-8	Overall Expectation: participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance, fitness activities, outdoor pursuits)

The Ontario Curriculum Grades 1-8, Science and Technology

Strand: Topic	Division/Grade:	Student Learning Expectations: Concepts, Skills & Application (Know, Do, Apply)
Earth and Space Systems: Daily and Seasonal Cycles	Primary: Grade 1	Overall Expectation: describe how living things, including humans, adapt to and prepare for daily and seasonal changes Specific Expectation: describe changes in the characteristics, behaviour, and location of living things that occur in seasonal cycles (e.g., trees shed their leaves, birds migrate)
Life Systems: Growth and Changes in Animals	Grade 2	Overall Expectation: "demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions" Specific Expectation: "describe features of the environment that support the growth of familiar animals (e.g., water and insects in a frog's environment)
Earth and Space Systems: Soils in the Environment	Grade 3	Overall Expectation: investigate the components of various soils, and describe the effects of moving water on these soils Specific Expectation: identify living things found in the soil (e.g., roots, earthworms, larvae)
Life Systems: Habitats and Communities	Junior: Grade 4	Overall Expectation: investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat Specific Expectation: identify, through observation, various factors that affect plants and animals in a specific habitat (e.g., availability of water, food sources, light, ground features, weather conditions)

The Ontario Curriculum Grades 1-8, Science and Technology

Strand: Topic	Division/Grade:	Student Learning Expectations: Concepts, Skills & Application (Know, Do, Apply)
Earth and Space Systems: Rocks, Minerals, and Erosion	Grade 4	Overall Expectation: investigate, test, and compare the physical properties of rocks and minerals and investigate the factors that cause erosion of the landscape Specific Expectation: conduct their investigations of the outdoor environment in a responsible way and with respect for the environment (e.g., leave the site of the investigation as they found it, putting back objects examined where they found them and taking away all equipment brought to the site)
Life Systems: Diversity of Living Things	Grade 6	Overall Expectation: "investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation) Specific Expectation: "identify various kinds of plant or animal organisms in a given plot using commercially produced biological or classification keys (e.g., organisms observed in a pond study)
Life Systems: Interactions Within Ecosystems	Intermediate: Grade 7	Overall Expectation: "investigate the interactions in an ecosystem, and identify factors that affect the balance among the components of an ecosystem (e.g., forest fires, parasites)" Specific Expectation: "identify populations of organisms within an ecosystem and the factors that contribute to their survival in that ecosystem

The Ontario Curriculum, Social Studies Grades 1-6, History and Geography Grades 7 and 8

Strand: Topic	Division/Grade:	Student Learning Expectations: Concepts, Skills & Application (Know, Do, Apply)
Social Studies Canada and World Connections: Urban and Rural Communities	Primary: Grade 3	Overall Expectation: describe some possible relationships between communities and natural environment Specific Expectation: describe the interaction between people and the environment (e.g., dependence on nature for food, water, energy)
Geography: The Themes of Geographic Inquiry	Intermediate: Grade 7	Overall Expectation: use the five themes of geography (location/place, environment, region, interaction, movement) to focus their inquiries Specific Expectation: demonstrate an understanding of the environment theme (e.g., in the system of non-living and living elements, people are part of living elements)
Geography: Natural Resources	Grade 7	Overall Expectation: demonstrate an understanding of how human activity (e.g., canal building) affects people and the environment Specific Expectation: demonstrate an understanding of the concept of sustainable development and its implications for the environment

ONTARIO CURRICULUM DOCUMENTS, GRADES 9 AND 10, LINKING ENVIRONMENTAL, OUTDOOR EDUCATION PROGRAMMING OPPORTUNITIES

Document	Division/Grade (Academic, Applied, Open)	Strands and Topics
The Ontario Curriculum Grades 9 and 10 Science	Intermediate Grade 10, Academic	Biology: The Sustainability of Ecosystems Chemistry: Chemical Processes Earth and Space Science: Weather Dynamics
	Grade 10, Applied	**Biology: Ecosystems and Human Activity** Chemistry: Chemical Reactions and their Practical Applications Earth and Space Science: Weather Systems
The Ontario Curriculum Grades 9 and 10 Canadian and World Studies	Intermediate Grade 9, Academic	Geographic Foundations: Space and Systems Human-Environment Interactions Understanding and Managing Change
	Grade 9, Applied	Geographic Foundations: Space and Systems Human-Environment Interactions Understanding and Managing Change
The Ontario Curriculum Grades 9 and 10 Health and Physical Education	Intermediate Grade 9 and 10, Open	Healthy Active Living Education: Physical Activity Active Living

EXAMPLE STRANDS AND LEARNING EXPECTATIONS LINKING ONTARIO CURRICULUM GRADES 9 AND 10 TO ENVIRONMENTAL, OUTDOOR EDUCATION

The Ontario Curriculum Grades 9 and 10, Health and Physical Education

Healthy Active Living Education: Active Living	Grade 9, Open	Overall Expectation: participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation Specific Expectation: participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large-group, outdoor and aquatic activities)

EXAMPLE STRANDS AND LEARNING EXPECTATIONS LINKING ONTARIO CURRICULUM GRADES 9 AND 10 TO ENVIRONMENTAL, OUTDOOR EDUCATION

The Ontario Curriculum Grades 9 and 10, Science

Strand: Topic	Division/Grade/Course	**Student Learning Expectations:** Concepts, Skills & Application
Biology: The Sustainability of Ecosystems	Intermediate: Grade 10, Academic	Overall Expectation: demonstrate an understanding of the dynamic nature of ecosystems, including the relationship between ecological balance and the sustainability of life Specific Expectation: examine the factors (natural and external) that affect the survival and equilibrium of populations in an ecosystem (e.g., resource limits of an ecosystem, competing populations, bioaccumulation, selective decline)
Biology: Ecosystems and Human Activity	Grade 10, Applied	Overall Expectation: analyze natural and human threats to a local ecosystem and propose viable solutions to restore ecological balance Specific Expectation: demonstrate the skills required to plan and conduct practical tests on related ecological factors, and collect data using appropriate instruments and techniques safely and accurately (e.g., tests for water quality, air quality, soil composition)

The Ontario Curriculum Grades 9 and 10, Canadian and World Studies

Geography of Canada: Geographic Foundations: Space and Systems	Intermediate: Grade 9, Academic	Overall Expectation: demonstrate an understanding of the regional diversity of Canada's natural systems (e.g., vegetation, climate zones) and human systems (e.g., transportation links, urban hierarchies) Specific Expectation: demonstrate a knowledge of the characteristics of natural systems (e.g., climate, landforms, water, soils, natural vegetation, wildlife)
Geography of Canada: Human-Environment Interactions	Grade 9, Applied	Overall Expectation: demonstrate an understanding of the interdependence of natural and human systems in Canada's rural and urban landscapes Specific Expectation: create and implement a plan to address a local environmental concern

F. RECOMMENDATIONS:

Recommendation	Rationale
Sites:	
1. The three sites for outdoor and environmental education continue to operate. HAMILTON – WENTWORTH WEST - Chrisitie (Spencer Creek Watershed) HAMILTON – WENTWORTH CENTRAL - Dave Brown (behind G. R. Allan School) HAMILTON – WENTWORTH EAST - WIC (Watershed Interpretative Centre housed at Elizabeth Bagshaw)	• The accessibility of the sites provide at a reasonable cost and within local community good outdoor education locations in which students can be involved in our community and be exposed to practical situations to apply the learning expectations of the Ontario Curriculum . • The three sites provide access for all students in the District to major watersheds that are being rehabilitated and studied in the Hamilton-Wentworth Region. + Spencer Creek Watershed + Coote's Paradise Watershed + Red Hill Valley Watershed • Enables students to become involved in community based environmental projects working towards the rehabilitation of local watersheds and in research. • Complements the Hamilton-Wentworth Region's Vision 2020 goals for the development of a sustainable community.
Staff:	
2. A plan to staff the sites with a combination of site administrator and/or certified teacher to permit usage, consistent with demand, up to 100 % capacity at each site be phased in over a two to four year period. 1999-2000 School Year: existing staff complement of one full time equivalent site administrator for the school year (. 8) 2000-2001 School Year: one full time equivalent site administrator (.8) and one full time equivalent teacher 2001-2002 School Year: one full time equivalent teacher and up to two full time equivalent site administrators 2002-2003 School Year: one full time equivalent teacher and two full time equivalent site administrators	• In order to be able to accommodate requests from all schools in the District (134) the ability to schedule for each day more than one site will require a gradual increase in staff. The input to the questionnaire indicates a desire for flexibility in staff so that classroom teachers will deliver the lesson and be assisted on site or a teacher on site could deliver a specialized lesson. • At two classes a day we are only able to schedule for a maximum of 380 classes. There are ways in which we have been able to use more than one site on a day (eg. the Consultant has facilitated use at a site or a very expert teacher in outdoor education has used a site completely on their own) the ability to do so except for special situations us limited.

Staff cont.

3. Responsibilities for the environment and outdoor education continue to be assigned within the complement of consulting staff .	• The need to update the programs and develop curriculum in line with the Ontario Curriculum as well as the organization of the programs and operations at the centres will require ongoing support at the consultant level. • The Environment Policy requires a considerable amount of community liaison with groups and organizations involved in the Environment. These liaisons frequently result in: - partnerships that support our environment initiatives - grants and donations for use by schools carrying out environment projects such as playground naturalization - enhanced opportunities for using non Board sites eg. Royal Botanical Gardens, Dundas Valley

Funding:

4. Funds continue to be budgeted centrally to sustain the three sites, staff and programs.	The 1998-1999 budget includes funds for the salary of the Site Administrator and Consultant, rental of Christie and monies for supplies required for the programs. Routine upkeep is covered under Plant Operations.
Schools continue to contribute toward the cost of transportation of students to the sites at the rate of $ 2.00 per student.	As the demand to use the centres goes up more transportation will be required. Currently the usage is one bus per day. The current cost of a bus is $ 91.00 per day less the school contribution at the rate of $ 1.00 per student. The budget provides for $20,000 which qualifies under classroom in the funding model The recommendation is to continue the school contribution and increase it to $ 2.00 in order to be able to utilize more than one bus and lessen the impact on the transportation budget allocated for this program. Schools have the opportunity, and many take it, to raise funds totally or partially by participating in the Annual nature Walk organized by the Bay Area Restoration Council (BARC). Funds raised are split 50/50 with the school and the WIC – Watershed Interpretative Centre.

Policy:

5. The draft policy be presented to the Joint Advisory Committee.	As suggested in the L.E.I.C. report the policy of the former Hamilton Board has been reviewed and revised to the new policy format and in line with Ontario Curriculum as appropriate.

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APPENDIX A

ENVIRONMENTAL AND OUTDOOR EDUCATION

CONSULTANT : Joan Kott
SITE-ADMINISTRATOR; John Hannah
SUPERINTENDENT : Pat Gillie

BUDGET REQUIREMENTS FOR 1998 - 1999

Monies required to operate the programs at the Outdoor Education Centres and nominal money in association with the Environmental Policy.

Outdoor Education Centres: Christie Conservation,
Dave Brown (Glen Road)
WIC - Watershed Interpretative Centre (Elizabeth Bagshaw School)

- In addition to the salaries and wages, the following budget is in place for the 1998-1999 year.

ITEM	DESCRIPTION	AMOUNT
Books Films & Software	Books and multi-media for programs at the centres and for loan to use in classrooms	600.00
Supplies	• Instructional supplies for use at centres eg. displays, models, chemicals, field apparatus	3000.00
	• General supplies for use in program eg. paper, copier, consumables	2000.00
	• Printing of newsletter, information flyers, booklets	2500.00
	• Repairs to equipment and replacement parts	500.00
Other	• Rental for Christie	12,000.00
	• Cell phone service to meet safety requirements	500.00
	• Transportation = 1 bus per day and students contributing toward the cost at $1.00 each	20,000.00
	• Honorarium for Co-op students	400.00
Professional development	One conference registration	300.00
TOTAL		**$ 41,800**

Approximately $ 15,000 in expenses are in the Operations budgets in Plant for the utilities, cleaning and repair requirements of the sites.

Program/Services: Environmental/Outdoor Education (MOET Common Curriculum)

Major Issues to be Considered	Timelines	Recommendations for Education Sub-Committee Consideration	Rationale
Non-Mandated Program • Maintaining or deleting the three existing Hamilton Environmental/Outdoor Education Centres • Staffing of these Centres	Jan. - June '98	• That the three existing Hamilton Board Environmental/Outdoor Education Centres continue for Jan.-June 1998 and that they be made available to all students in the new District School Board during that time period.	• Environmental/Outdoor Education Programs provide both inner city and county students with learning experiences that otherwise might not be available to them • The programs offered at the three existing Hamilton Centres support the MOET Common Curriculum. • Currently Wentworth County has no Environmental/Outdoor Education Centres. • Currently 1 FTE technician is assigned to the program at an annual cost of $30,000 (salary & benefits). Jan. - June $15,000.
• Transportation of students	Jan. - June '98	• That the new District School Board continue to provide subsidy at the current rate for students attending the three Environmental/Outdoor Education Centres	• Current Board subsidy is 1 bus per school day at an average rate of $110 per day. Total annual cost = $20,000; Jan. - June '98 cost = $12,000.
	Jan. - June '98	• That the new District School Board establish a committee to review the existing Environmental/Outdoor Education Program/Centres to determine continuation, deletion, expansion or alteration for September 1998.	• This would allow time for planning for the 1998-99 school year. (Staff, budget, resources).
• Environmental Policy for New District School Board	Jan. - June '98	• That the existing Hamilton Board Environmental Policy be reviewed as the basis for a new Environmental Policy for the new District School Board,	• Wentworth County has no existing Environmental Policy.

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APPENDIX B

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APPENDIX C

CURRICULUM PROCESSES SUB COMMITTEE
ENVIRONMENTAL, OUTDOOR EDUCATION QUESTIONNAIRE

The goal of this questionnaire is to gather information, which will assist the Curriculum Processes Sub Committee in preparing Environmental, Outdoor Education recommendations for their report to the Board. Within the "Ontario Curriculum Documents" and the upcoming "Secondary Reform", Environmental, Outdoor Education experiences are integrated components of the learning strands presented in the curriculum documents. The new funding model for education allocates the majority of dollars to the school and the classroom. The responsibility to include funding for Environmental, Outdoor Education now rests with the school. It is anticipated that there will be an increased demand on centres in order to meet overall and specific student learning expectations.

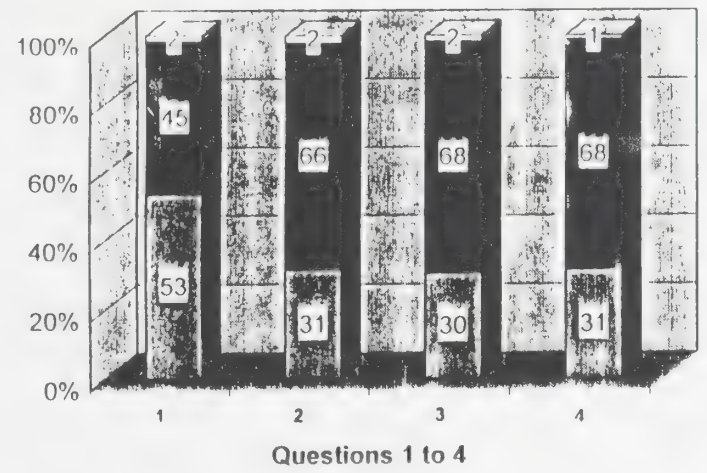
The committee is requesting that teaching staff whose curriculum needs include programming at Environmental, Outdoor Education Centres, complete this questionnaire. **Secondary School Department Heads and individual teachers are asked to photocopy the questionnaire, complete and return to Joan Kott by Friday, January 29/99.**

PLEASE RESPOND BY CHECKING THE APPROPRIATE BOX

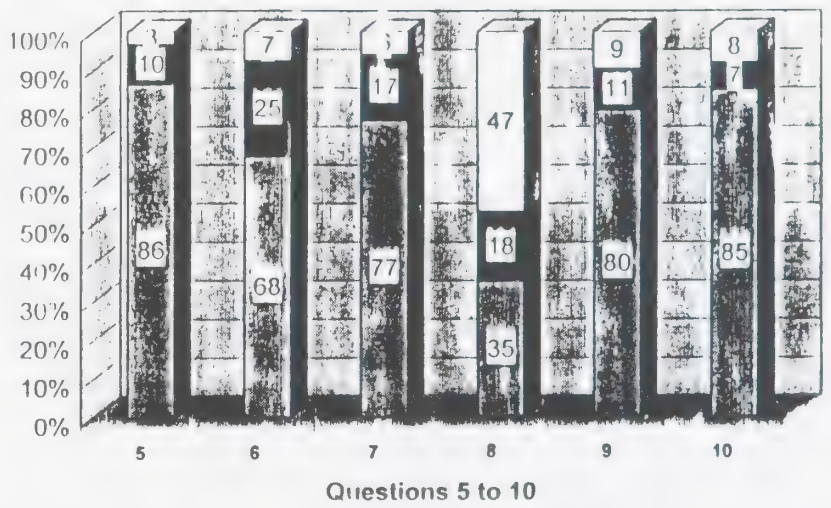
	YES	NO
1. Are you aware of the 3 Environmental, Outdoor Education facilities that the Board operates? (Christie, Dave Brown, WIC-Red Hill Valley)	☐	☐
2. Are you familiar with the procedure for booking?	☐	☐
3. Are you aware of the transportation arrangements presently in place?	☐	☐
4. Are you familiar with the role of the site administrator at the sites?	☐	☐
5. Are there opportunities for integrating environmental, outdoor education experiences within your present curriculum?	☐	☐
6. Do specific components of your curriculum require programming in the outdoors?	☐	☐
7. Are environmental, outdoor education experiences used to enhance your curriculum?	☐	☐
8. Do present opportunities at our sites meet your curriculum needs?	☐	☐
9. Sites should provide specific programming for core curriculum areas at specific grade levels and give priority to these bookings.	☐	☐
10. Sites should also provide opportunities for integrated units and/or recreational activities.	☐	☐
11. I am comfortable with the operational model utilizing a site administrator.	☐	☐
12. I would prefer a qualified teacher at the sites to facilitate program delivery.	☐	☐
13. I am comfortable working with either arrangement.	☐	☐
14. I appreciate having the option to facilitate program myself at the site.	☐	☐
15. My school will/plans to allocate funds for Environmental, Outdoor Education programming opportunities within the context of the new funding model.	☐	☐
16. My school will/plans to allocate funds to fully cover transportation to sites.	☐	☐

ENVIRONMENTAL, OUTDOOR EDUCATION
FORCED RESPONSE QUESTIONNAIRE

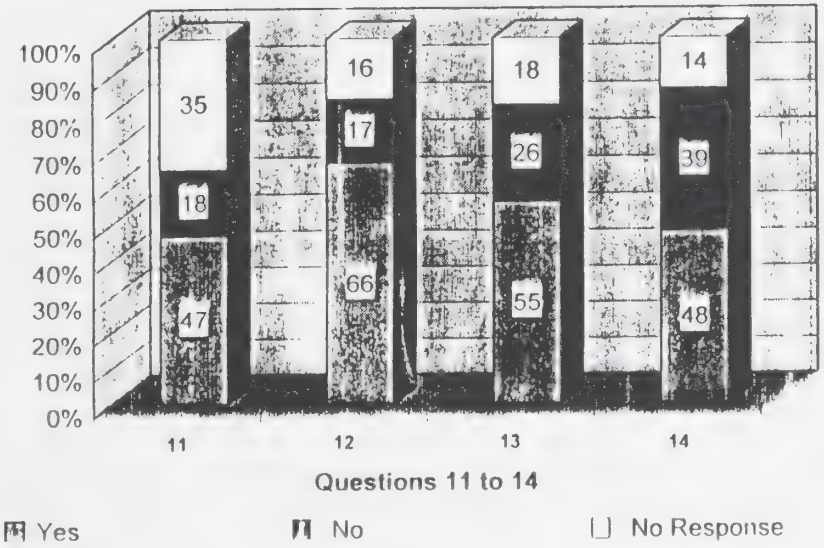
Awareness and Procedures



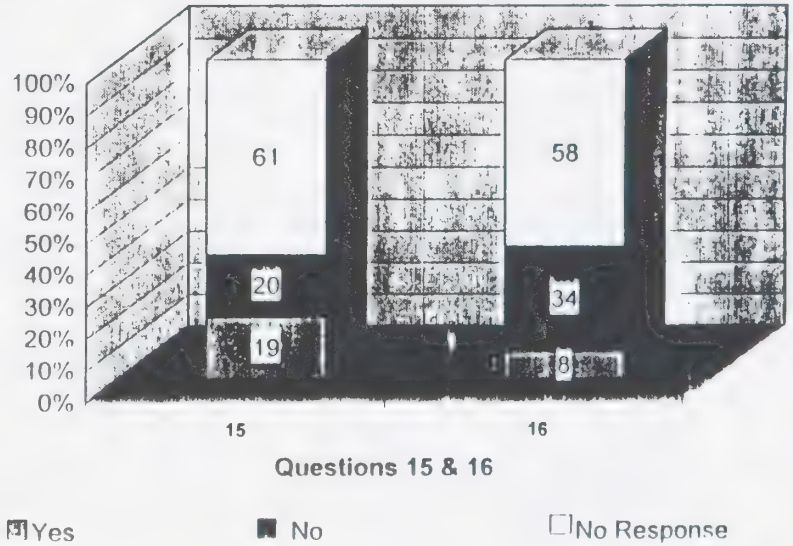
Curriculum and Programs



Delivery Model



Funding



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APPENDIX D

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APPENDIX E





Policy No. 000

ENVIRONMENT POLICY

Date Approved: 00/00 **Projected Review Date: 00/00**

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to support and promote practices and programs which are consistent with a healthy, safe, and sustainable environment.

Responsibility: Superintendents of Education, Business, Plant

OPERATING PROCEDURES:

1.0 Curriculum and Program:

1.1 Curriculum and programs will be created in line with the Ontario Curriculum for Elementary and Secondary Students to provide students with the basic concepts, skills and applications to understand environmental needs and contribute to sustainable development.

1.2 Participation in outdoor education programs at sites within the Board and the Hamilton-Wentworth Region will be supported.

2.0 Community:

2.1 Co-operation with public and private organizations and agencies that promote sustainability and practice the three "r's" is encouraged.

2.2 Partcipation in partnerships and programs with the Region of Hamilton-Wentworth, and public and private organizations which focus on school/community progress toward a sustainable environment and in keeping with Board Policy will be supported.

3.0 Awareness, Training and Development

3.1 Information, training and inservice will be developed and provided as appropriate to ensure that schools, and departments analyze current operations and procedures to eliminate practices which are inconsistent with this policy.

3.2 The Board will recognize individuals, schools, groups and communities whose efforts demonstrate and support practices that are outstanding.

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4.0 Administration :

4.1 The Policy will be monitored through a System Environment Committee consisting of representation from schools, departments, the community and the board. The Committee will report as required by the Board.

4.2 Procedures that support the Three R's - reduce, reuse, recycle are to be used as often as is possible at a personal, departmental, school and system level.

4.3 Procedures that result in changes to business or facility operations must be developed in consultation with the Business and or Plant Services Superintendents.

4.4 To ensure that energy stays focused at the grass roots, site-based projects are encouraged.

5.0 Funding

5.1 An annual budget will be developed to support the Environment Policy and Board recognition initiatives.

5.2 Operations and processes that change, in order to be in line with the Environment Policy will continue to be funded and budgeted for within the existing budget category or line. (eg. waste, energy, purchasing)

5.3 Savings that result from changes in operation due to the Policy will be considered for rebate to the school or site once all associated Board expenditures have been met.

5.4 Grants, donations and services in kind that support the Environment Policy and in keeping with other Board Policies will be accepted.

Relevant Legislation:

- **Education Act**—Part VI BOARDS , Duties & Powers
  Section 171 (1) 28, 36 - activities
- **Regulation 298** OPERATION OF SCHOOLS - GENERAL
  Section 11 (1) (f) supervision of activities

1999 05 06

#23

Approved for distribution by the Director

Date: April 30/99

TO: **The Director of Education**

FROM: **Superintendents of Education**

RE: **Physical Education Ontario Safety Guidelines**

RECOMMENDATION:

1. Moved by _____, seconded by _____that, the current releases of the Physical Education Ontario Safety Guidelines issued by the Ontario Physical and Health Education Association be endorsed for use in the Hamilton-Wentworth District School Board.

RATIONALE:

- The Ontario Physical and Health Education Association (OPHEA), in partnership with the Ontario School Boards' Insurance Exchange (OSBIE), the Ontario Association for the Supervision of Physical and Health Education (OASPHE), the Canadian Intramural Recreation Association - Ontario (CIRA) and the Ontario Federation of Secondary School Athletics (OFSAA) have developed updated guidelines for use in Curricular, Intramural and Interschool Athletics for both Elementary and Secondary Schools.

Physical Education Ontario Safety Guidelines

Elementary Curricular Guideline October 1997	Secondary Curricular Guideline October 1997
Elementary Intramural Guideline March 1998	Secondary Intramural Guideline March 1998
Elementary Interschool Athletics Guideline April 1999	Secondary Interschool Athletics Guideline April 1999

- The guidelines are based on the most current knowledge and experience available in Canada. The guidelines delineate minimum safe instructional practices in order to minimize the inherent element of risk.
- The legal opinion of OSBIE solicitors is that these guidelines may be used as the basis for an action against a School Board in cases where these guidelines were not met. It is the recommendation of OSBIE that each School Board meet or exceed these guidelines for student safety and to assist in the reduction of litigation against School Boards.
- The Student Trip Committee reviewing the Policy for Trips is recommending these guidelines for use in planning trips that include activities involving physical activity or of increased inherent risk, for example overnight camping, canoeing, downhill skiing.
- Each of the former boards used guidelines that referenced earlier editions of these guidelines either directly or indirectly. Endorsing these current releases will bring all schools under the Board to the same level of requirement for planning in school, after school and away from school events and activities.
- A Board team of representatives participated in a workshop on April 27th about these guidelines and are in a position to offer in-service sessions regarding the use and implementation of the Physical Education Ontario Safety Guidelines. The Team will be convening to map out an implementation plan in concert with the Trip policy in the Fall.

ATTACHMENTS :

APPENDIX A	Example Covers and the Table of Contents of each Guideline
APPENDIX B	Example General Information in the Guidelines
APPENDIX C	Example Excerpts of Activities.

NOTE: A complete set of the Guidelines are available in the Trustee Lounge



PHYSICAL EDUCATION

Ontario Safety Guidelines

Elementary Interschool Athletics Guidelines

MARCH 1999

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Elementary – Intramural

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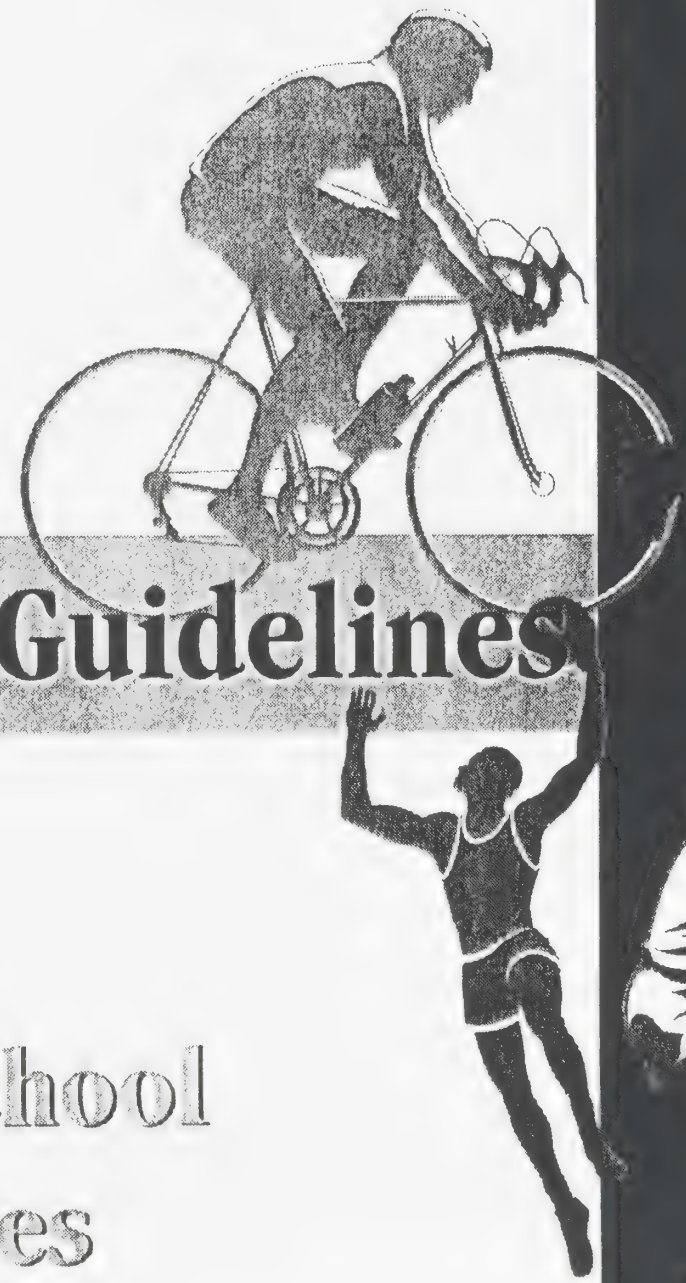


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PHYSICAL EDUCATION

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Secondary Interschool Athletics Guidelines

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SUE AMOS
Program Coordinator
Halton Board of Education

WES MCCONNELL
Secondary Teacher
London Board of Education

BOB SOROKO
Elementary Administrator
Halton Roman Catholic Separate School Board

KATE O'CONNOR
Elementary Administrator
Durham Region Roman Catholic Separate School Board

MICHELLE ABREU
Projects Coordinator
Ontario Physical and Health Education Association

PAT LEITH
Secondary Teacher
Victoria County Board of Education

RICK LEROUX
Secondary Teacher
Simcoe County Board of Education

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Inquiries can be addressed to: OPHEA, 1185 Eglinton Ave. E., Suite 501, North York, ON M3C 3C6 • tel (416) 426-7120 • fax (416) 426-7373 • e-mail: info@ophea.org
See the *Safety Bulletin* on the OPHEA web site: www.ophea.org

DISCLAIMER
These guidelines have been developed to assist school boards in their formulation of site specific safety guidelines for physical education, intramural sports programs, and interschool athletics. These guidelines are, to the best of OPHEA's knowledge, based upon the most current knowledge and experience available in Canada. Implementation of safety guidelines should in all cases be preceded by a close review of these guidelines and appropriate modification on the part of each school board in order to meet the specific requirements and circumstances of their respective schools and programs. OPHEA accepts no responsibility for the implementation and customizing of these guides.

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APPENDIX B

PHYSICAL EDUCATION SAFETY GUIDELINES

BACKGROUND:

This document is a revision of the first Provincial Safety Guidelines in Physical Education which were disseminated in 1986. The Physical Education Guidelines 1997 document was developed with the support and encouragement of The Ontario Physical and Health Education Association (OPHEA), the Ontario School Boards' Insurance Exchange (OSBIE), the Ontario Association for the Supervision of Physical and Health Education (OASPHE), the Ontario Federation of School Athletic Associations (OFSAA), and the Canadian Intramural Recreation Association - Ontario (CIRA).

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INTENT OF THE PROVINCIAL SAFETY GUIDELINES IN PHYSICAL EDUCATION:

The primary responsibility for the care and safety of students rests with the school board and its employees. An important aspect in fulfilling this role is to recognize that there is an element of risk in all physical activity and to take action accordingly. To this end, the safety guidelines writing team and physical educators across Ontario have identified and analyzed reasonably foreseeable risks and have developed this guideline which includes procedures that help minimize to the greatest extent possible, the risk of a preventable accident or injury. A guideline alone does not eliminate risk regardless of how well it is written or how effectively it is implemented. Safety awareness by the teacher, based on up-to-date information, common sense observation, action and foresight, is the key to safe programming. The intent of the Provincial Safety Guidelines is to focus teachers' attention on safe instructional practices for each class activity in order to minimize the inherent element of risk. By implementing safe instructional practices such as use of logical teaching progressions as well as inclusion of age appropriate activities in program preparations, planning and daily teaching, the educator will guard against foreseeable risks. Hopefully, through this implementation process, this document will assist educators in fulfilling their obligation to provide the safest possible environment in which all students, regardless of physical, mental, emotional abilities/challenges or cultural background, can be physically active.

APPENDIX B

IMPACT AND SCOPE OF THIS DOCUMENT:

The intent of this module is to focus on **classroom** instruction in physical education. This document delineates minimum guidelines that must be used by physical educators and administrators in addressing the safety component of the Physical Education core program. Intramural and interschool activity guidelines can be found in the second and third modules, respectively.

A) GENERIC ISSUES

It should be recognized that there are many common guidelines of safety which apply to all class activities. Some such commonalities are as follows:

1) At the beginning of the school year, teachers need to be aware of the medical background and physical limitations of their students. This includes knowledge of students with heart disorders, asthma, epilepsy, diabetes, severe allergies, etc. Each school needs to develop a process by which medical information is available to teachers (see Appendix A).

2) A fully stocked First Aid Kit must be readily accessible to the gymnasium. For a sample listing of first aid items, see Appendix B. When activities are offered off campus, an appropriate, portable first aid kit must be readily accessible. An emergency action plan to deal with accidents in physical education must be developed in all schools. For details on an emergency action plan, see Appendix C.

3) Prior to teaching the skills of the activity, the teacher is to: outline the possible risks of the activity (warnings of possible dangers), demonstrate how to minimize the risks, and set procedures and rules for safe play.

4) Teachers must inform their students of the locations of the fire alarms, the fire exits and alternate routes from the gymnasium.

5) Many different situations may arise involving the transportation of students away from the school for activities. It is important that parents are made aware of the mode of transportation and student expectations. The means and frequency of communication required must be established with the school principal. A signed parent/guardian acknowledgment/permission form must be received from each participant. The form must contain details of the activity and its inherent risks.

   Consideration must also be given to informing parents of activities which take students off of the immediate school property, where transportation is not required, e.g. cross country running. **Refer to individual Board and Field Trip procedures related to the need for parent/guardian permission.** For sample letter see Appendix A.

6) If students are involved in an activity or sport (e.g. a low organization game)which is not described in this guideline, refer to the guidelines of an activity that it most resembles.

7) Approval from the appropriate school board official must be received if a teacher wishes to include activities different from this document or board guidelines and/or modify guidelines listed herein. As part of this process, the teacher must demonstrate that all appropriate precautions will be taken in the interest of student safety.

8) Where an incident occurs that increases or could increase the risk of injury, corrective actions must take place to help prevent its recurrence.

9) Many activities address the issue of body contact. In an effort to promote a common understanding of the term, this document views body contact as intentional contact with the purpose of gaining an advantage in the specific activity.

10) At the beginning of the school year, teachers must instruct students in appropriate changeroom conduct as well as emphasize the need to change quickly and proceed to the gym. Reinforce this guideline as necessary during the school year.

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APPENDIX B

B) SPECIFIC COMPONENTS

1. GUIDELINES:

a) Guidelines for each class activity are outlined according to the following critical components:

Equipment	**Special Rules/Instruction**
Clothing/Footwear	**Supervision**
Facilities	

b) All statments found in the generic section, activity pages and appendices are mandatory. An activity must not occur without these guidelines being addressed.

2. EQUIPMENT:

a) When using any equipment that is not described in the document, care must be taken to ensure it is safe for use, e.g. no sharp edges, cracks, or splinters and that it is size, mass and strength appropriate.

b) All balls must be properly inflated.

c) No "home-made" equipment is to be used, e.g. personal cosom hockey sticks, floor hockey shafts, plastic bleach scoops. Equipment can be made at school by Board employees, adult volunteers and by students who are under direct supervision. See guidelines for "School-Made Equipment" - Module 2, Intramural Safety Guidelines.

d) If students are permitted to bring their own equipment, e.g. badminton racquets, skis, inline skates, students must ensure that the equipment is in good working order and suitable for personal use.

3. CLOTHING AND FOOTWEAR:

a) Students must wear appropriate clothing for physical education classes. Shorts or sweat pants, T-shirt, and running shoes should be a minimum uniform requirement. Deviations from this minimum are listed on activity sheets. Some ill-fitting clothing, scarves, jewelry, hard soled shoes and socks without shoes can inhibit movement and possibly cause injury during active movement. Where cultural dress presents a safety concern, modifications to the activity must be made.

Hanging jewelry must not be worn. Jewelry which cannot be removed and which presents a safety concern e.g. Medical Alert identification, religious/cultural jewelry, must be taped. Deviations from this minimum are listed on activity sheets. Long hair must be secured so as not to block vision.

b) Parents and students must be made aware of safety precautions with eye glasses including the need for an eyeglass strap and/or shatterproof glass for some activities (see Appendix A - Letter to Parents/Guardians).

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APPENDIX B

4. FACILITIES:

a) To provide a safe environment for class activities the teacher must make a pre-activity check of the facilities and equipment to be used. This could be done visually or recorded on a checklist (see Appendix F). The minimum requirement is a pre-use visual check. Hazards must be identified and removed as a factor in the activity. Potentially dangerous and immovable objects (e.g. goal posts, protruding stage) must be brought to the attention of students and administration. All equipment must be checked regularly to ensure it is in good working order. Equipment listed in the document applies only to safety. Students must be encouraged to report equipment or facility problems to the teachers. For more information on the role of the student in safety, see Appendix D.

b) Facilities and major equipment must be inspected and a written report completed by a reputable third party on a regular basis.

c) Equipment/furniture which is hazardous to the activity must not be stored around the perimeter of the gymnasium. A reasonable number of benches as well as mats secured to the wall are exceptions to this statement.

d) For all indoor activities, walls and stages must not be used for turning points or finish lines. A line or pylon could be designated in advance of the wall. Foreseeable risks must be identified and precautions taken to minimize risks. For safety precautions when using non-gym areas (e.g. concourses, hallways, classrooms, stages, weight rooms, fitness rooms) for gym classes, please see Appendix E.

e) Playing fields must be free from hazards, e.g. holes, glass, and rocks. Severely uneven surfaces must be brought to the attention of the principal and students must be made aware of them. There must be sufficient turf for proper traction and impact absorption, e.g. non-contact rugby.

5. SPECIAL RULES/INSTRUCTIONS

a) Class activity must be modified according to the age and ability levels of students and the facility available. Teachers must stay current with respect to safe exercise technique. All class sessions must include appropriate warm-ups and cool-downs. Skills must be taught in a proper progression. Games and activities must be based on skills that have been taught. Before involving students in strenuous outdoor activity, teachers must take into consideration the temperature of the day, previous training and the length of time the students will be vigorously active.

b) Modify activities which involve students in wheelchairs to address safety issues of all participants.

6. SUPERVISION:

a) Supervision is the overseeing of an activity for regulation or direction. All facilities, equipment and activities have inherent risks, but the more effectively they are supervised, the safer they become.

b) Students must be aware that the use of equipment and the gymnasium are prohibited without the appropriate type of supervision. Deterrents must be in place, e.g.
- locked doors;
- signs on doors indicating that students are not to use the gym unless supervised;
- staff scheduled and present in an adjoining physical education office, in order to see students entering the gym without authorization.

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APPENDIX B

EMERGENCY ACTION PLAN:

Given that there is an element of risk in all physical activity, an encounter with an injury is highly possible. Recognizing this fact, it is necessary to establish a plan of action for dealing with an injury when it occurs. The key to the **Emergency Action Plan** is getting the professional care to the injured student as quickly as possible. For that to happen efficiently and effectively, you must be prepared with an **Emergency Action Plan** . The following is a sample **Emergency Action Plan** taken from information found in: Ministry of Tourism/Recreation booklet "Exercise Caution, Prevent Sport Injuries, 1988" and Ministry of Tourism/Recreation Provincial Sport Organizations Risk Management Manual, 1987.

SAMPLE EMERGENCY ACTION PLAN

You should know the following information:

1) Location and access to the first-aid kit.

2) Location and access to a telephone.

3) Telephone number of ambulance and hospital.

4) Know directions and best access routes to hospital.

5) A suitable means of transportation is available.

When an injury occurs:

1) Initially, when coming in contact with the injured student, take control and assess the situation.

2) Keep in mind Cardinal Rule of Injury Care:

DO NOT MOVE THE INJURED STUDENT.
IF A STUDENT CANNOT START A MOVEMENT BY HIMSELF/HERSELF, DO NOT MOVE THE BODY PART FOR HIM/HER.

3) Instruct any bystanders to leave the injured student alone.

4) Leave any of the student's equipment in place.

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APPENDIX B

STUDENTS' RESPONSIBILITIES:

Students should learn to behave in ways that show respect for the safety and well being of both themselves and others. The standards of safety are affected by the student's skill and understanding, attitude, physical condition, and pre-activity conditioning.

From the Education Act:

A pupil shall:

a) be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
b) exercise self-discipline;
c) accept such discipline as would be exercised by a kind, firm and judicious parent;...
d) show respect for school property.

Every pupil is responsible for his or her conduct to the principal of the school that the pupil attends:

a) on the school premises;
b) on out-of-school activities that are part of the school program; and
c) while traveling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board.

Foolhardy behavior, the use of alcohol, and the non-medical use of drugs must be viewed as safety hazards and must be strictly forbidden at all times.

This prohibition extends to all curricular activities whether they take place inside school or off school property, e.g. cross county ski field trip, in-the-gym basketball activity.

Responsibility for safety in physical education activities in the Intermediate Division should begin to shift from the teacher to the student in keeping with the age and maturity level of the students. Students must understand how to follow safety procedures and why they should do so.

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APPENDIX B

SAFETY IN ACTIVITY ROOMS:

(non gymnasiums used for physical activities, e.g. fitness room/weight room, concourse, church hall, empty classroom, cafeteria, stage, school basement, etc.)

When using an activity room for physical education instruction, the following recommendations should be implemented:

1) An activity room is best suited for activities which have a controlled amount of activity e.g. aerobics, mat work, fitness stations, skipping, wrestling, dance, etc. Avoid ball throwing for distance, dodgeball-type games and games which are "action packed" and go end to end (e.g. tag, soccer, floor hockey).

2) In game activities, implement rule "no body contact".

3) Limit the number of participants in an activity room for physical education classes in order that safety standards are not jeopardized.

4) If the activity room is in an open area, student traffic should go around, not through the class.

5) Structure drills to provide as much organization as possible.

6) Caution students not to throw objects against the ceiling, thereby knocking down tiles, dust, lights etc.

7) Try to keep activity away from drinking fountains, stage steps, trophy cases etc. Centre all activities to allow for a "safety zone" of at least one metre around the perimeter. Mark out area, if possible, with cones.

8) Precautions are needed to guard against doors opening into the playing area.

9) Do not allow students to be involved in an activity that requires constant visual supervision or on site supervision while the teacher goes to the gym or to a storage area to get equipment.

10) Check to ensure floor surface is conducive to activity (e.g. not slippery from water or dirt) and equipment/furniture is not in the way of activity.

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APPENDIX B

OCTOBER 1997

Physical Education Safety Guidelines
Elementary

OUTDOOR EDUCATION

Backpacking - INT (day trips), Camping (Tenting and/or Dorm) - PR - Dorm only, JR/INT - Dorm or Tents, Canoeing - INT, Canoe Tripping, Flat Water Kayaking - INT, Lake Swimming - JR/INT, Rock Climbing, Sailing, Winter Tent Camping

GENERAL PROCEDURES	SUPERVISION
All camping, outdoor swimming, canoeing and/or backpacking trips must be approved by the principal or designate. A Board Official must sign a detailed application form for all overnight trips. Approval must include consideration of: itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, age appropriateness (Refer to Board's Field Trip Policy). Refer to Board Policy related to maximum number of days allowed for Outdoor Education trips. Parental consent forms must be on file prior to any student going on camping/swimming/canoeing/backpacking trip. Information on parent consent forms must include: itinerary including dates, routes, locations, contacts, relationship of trip activities to curriculum, supervision arrangements, cost per student, behavioural expectations, inherent risks, and where applicable, parent information meeting. For all trips requiring transportation, a list of each student in each vehicle, drivers and license plates of the vehicles will be left at the school and the list will accompany the adults on the trip. Staff or volunteer drivers must comply with Board requirements for Insurance. For overnight trips, students must provide medical information to the chaperone, and include Health Card number and special Health information. Supervisors on trip must have knowledge of any students with medical conditions or dietary needs with medical implications, and any student on medication. Students on vital medication must bring an extra supply and this medication must be in a clearly marked container and must be in possession of a supervisor. Supervisors must monitor weather conditions and postpone or modify the trip to ensure safety of all individuals. Supervisors on trip must have a list of parent contact/emergency contact numbers. Prior to the trip, teacher(s) must plan how they will access emergency medical care. Provide students with a list of recommended clothing and personal items suitable for the specific activity.	Camping Ratio K-3 = 1 : 8 JR = 1 : 8 INT = 1 : 8 Backpacking Ratio INT 1 : 10 Flat Water Kayaking Ratio INT 1 : 8 Lake Water Canoeing Ratio INT 1 : 8 Both male and female chaperones must accompany mixed groups for overnight trips. A vehicle for emergency purposes must be accessible. Designate a supervisor (e.g. teacher or parent) to transport an injured student to hospital. This must not be the supervisor in charge of the trip.

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APPENDIX C

OCTOBER 1997

Physical Education Safety Guidelines
Elementary

TRACK & FIELD

TRACK EVENTS

Sprints - PR/JR/INT, 400 M - JR/INT, 800M - JR/INT, 1500M - INT, Relays - PR/JR/INT

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
Plastic or aluminum relay batons.	Spikes of any kind must not be worn. No bare feet. Suitable footwear and clothing must be worn.	Outdoor areas designated for running must be clearly marked, away from other activities, checked for hazards, and provide safe footing. All tracks must be inspected annually and maintained as necessary. "Blacktop" strips and open fields may be used if areas are suitable, smooth, clean, level and provide safe footing.	The skills associated with running must be taught in a progression of developmental steps. Proper warm-ups and cool-downs must be included in all in-class sessions. Indoor running - use of hallways: No running to take place where there are glass doors or showcases. Position a safety barrier in front of doors. Put pylons at stop points and designate a slow down zone 10 m or more. All classroom doors that open out have to be secured open, flush with hall wall. For distance running, length of run must be modified to be appropriate to the age and ability level of the participant. Take into account: • temperature of the day • previous training and length of preparation Parents and students must be informed of the importance of sun protection (see Appendix A).	On site supervision for sprints and relays. In the area supervision for middle distance. (400 m, 800 m & 1500 m). When running above distances, students may be temporarily out of sight. Run in pairs or groups.

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APPENDIX C

OCTOBER 1997

Physical Education Safety Guidelines
Secondary

OUTDOOR EDUCATION

CANOEING

(I) POOLS, (II) BASE CAMP CANOEING

SEE GENERAL PROCEDURES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
No aluminum canoes are to be used in pools. Paddles and canoes checked for cracks, splinters and leaks. Correct fitting and Transport Canada approved P.F.D./life jackets, with whistle attached, must be worn for canoeing. Sun protection and insect repellent.	Students must wear clothing which is appropriate for canoeing.	Water conditions must be appropriate for the skill level of the group.	A pre-requisite for openwater canoeing must occur in a pool, shallow water or sheltered bay setting and the student must demonstrate basic competence in: • Power stroke • "J" stroke • Sweep stroke • Draw stroke • Backwater stroke • Proper entry/exit from canoe. • Self rescues into dry and/or swamped canoes. • Canoe over canoe rescue procedures. • Synchronized strokes, positioning of paddlers, and packing the canoe. Prior to canoeing the students must complete the following swim test: • swim 100 m continuously any stroke • tread water for 3 minutes • put on life jacket/P.F.D. in water • demonstrate the Help/Huddle position Supervisors must be aware of weather forecast especially wind conditions. Canoeing must be canceled in adverse conditions.	Instructor must possess O.R.C.A. Level I Lakewater Canoeing Certificate or equivalent. On site supervision is required by the instructor when students are canoeing. Ratio of supervisor to students 1:15. At least one supervisor must be an instructor. A vehicle for emergency purposes must be accessible. Designate a supervisor (e.g. teacher or parent) to transport an injured student to hospital. This must not be the supervisor in charge of the trip. At least one supervisor must have: 1. N.L.S. Lifeguard Certificate OR 2. Current First Aid Qualifications a) St. John Emergency First Aid Certificate OR b) Canadian Red Cross Emergency First Aid OR c) R.L.S.S. Aquatic Emergency Care Certificate OR d) Canadian Ski Patrol First Aid Certificate. A rescue craft must be accessible while students are canoeing.

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APPENDIX C

FITNESS ACTIVITIES

Aerobics, Chinning Bar, Peg Board, Circuit Training, Aerobic Steps, Slides, Tubing, etc.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
Stationary bicycles, benches, chinning bars, peg boards and other equipment used in fitness activities must be in good repair. Electrical equipment must be in good working order. Steps and/or slides must be in good repair equipped with non-slip treads. Tubing/elastic strips must be proper tension and length for the level of participant and must be in good repair.	Suitable clothing and footwear must be worn. No jewelry.	Floor area must be free of all obstacles (e.g. tables and chairs, pianos). Allow adequate space between fitness activities/ equipment in order to provide free flow of motion.	Fitness activities must be modified, based on the age and ability level of students, the facilities and equipment available. Where fitness equipment is being used, e.g. stationary bicycle, medicine ball, chinning bar etc., students must be instructed in the proper use of the equipment before using it. Use proper progression of activities: 1. warm-up 2. muscle strength 3. endurance 4. peak work activities 5. cool down activities Where the fitness activities constitute the main part of the lesson, a proper warm-up and cool-down must be provided. Permit students to work at personal levels of intensity, e.g. students who can make responsible decisions related to low-impact to high-impact and low-intensity to high-intensity. Stress correct body alignment for injury prevention.	On site supervision for initial instruction followed by in the area supervision.

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APPENDIX C

Physical Education Safety Guidelines
Secondary

OUTDOOR EDUCATION
CAMPING

(NO CANOEING)

An extended overnight camping experience in an outdoor environment with students using tents and doing their own food preparation.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
Collect and check all necessary equipment before trip. First Aid Kit. If cooking on stoves use propane/liquid gas type stove (1 per 8 students). Flashlight. Shovel/trowel. Sun protection and insect repellent. Waterproofed matches. Each leader must have a whistle or other signaling device. Nutritious food which does not require preparation and adequate and safe water supply. Emergency communication system accessible.	Suitable layers and change of clothing for 1-2 days longer than number days of trip. Rain gear. No bare feet in campsite area.	Washroom facilities within walking distance. Facilities and routes must be commensurate with age and abilities of group.	*See Outdoor Education General Procedures.* Use of buddy system to be stressed. Program must be planned in detail with contingency plans for inclement weather. All food items, gum and cosmetics must be removed from tents at night and kept in bear - proof containers, cars or hung in trees. Review with students behavioral expectations, boundaries for activity, assembly procedures. No open flames near any tents. A process for the accounting of students must be in place. Program activities must be appropriate for the age and skill level of the participants. Students must not use axes. Saws and knives may be used by students under adult supervision.	Ratio of supervisor to students, 1:15. At least one supervisor must have: 1. N.L.S. Lifeguard Certificate OR 2. Current First Aid Qualifications a) St. John Emergency First Aid Certificate OR b) Canadian Red Cross Emergency First Aid OR c) R.L.S.S. Aquatic Emergency Care Certificate OR d) Canadian Ski Patrol First Aid Certificate. At least one of the leaders must have tent camping experience. Constant visual supervision when filling and lighting camp stoves. On site supervision for other activities. A vehicle for emergency purposes must be accessible. Designate an adult supervisor to accompany an injured student to hospital. This must not be the "in charge" supervisor.

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APPENDIX C

24.

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.
Signature: Merv Matier
Date: April 30/99

To: Merv Matier, Director of Education and Secretary

From: Marguerite Botting
Superintendent of Instructional Services

Date: 1999 05 06

Re: **Special Education Plan**

Recommended Action:

Moved by _____ that the Special Education Plan dated April 28, 1998 be accepted for submission to the Ministry of Education and Training.

Rationale:

The Ministry of Education and Training mandates the compilation and annual review of a Special Education Plan for every school board in Ontario. This year, The Hamilton-Wentworth District School Board was required to compile a new, comprehensive Plan to address many specified areas related to special education services and programs.

Many stakeholders have had opportunity to provide input into the development of the plan, including Special Education Advisory Committee members, trustees, principals, teachers and support staff. A steering committee was established and met several times over many months to provide ongoing support and guidance for both content and format of the Plan. At monthly SEAC meetings there was an update on the progress of the development of the Plan and SEAC members provided valuable suggestions.

This first Special Education Plan for The Hamilton-Wentworth District School Board provides a clear explanation of the range of programs and services available for the students with special needs. The Special Education Plan was approved by the Special Education Advisory Committee at their regular monthly meeting on April 28, 1999.

THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 Main Street West, P.O. Box 2558
Hamilton, Ontario L8N 3L1

Telephone (905) 527-5092
Fax (905) 521-2531

Instructional Services

Mrs. Moira Sinclair, Education Officer
Ministry of Education and Training
Toronto and Area
District Office
880 Bay Street, 2nd Floor
Toronto, Ontario
M7A 1N3

Re: **SPECIAL EDUCATION PLAN, MAY 1999**

Enclosed is the Special Education Plan 1999 for the Hamilton-Wentworth District School Board and the responses to the questions as outlined in the ministry memorandum dated February 9, 1999. You will note that our Plan addresses the required topics which demonstrate the effective use of resources to meet the needs of students with special needs within the Board.

The Board's Special Education Advisory Committee, which had many opportunities to participate in the development of this Plan, provided excellent guidance and input.

We will be pleased to discuss any details or questions with you and look forward to your response to the first Special Education Plan of the Hamilton-Wentworth District School Board.

Yours truly,

Marguerite Botting
Superintendent of Instructional Services

Nancy Harper
Special Education Coordinator

Enc
/jm
File Nancy\memo to Moira Sinclair re Special Ed Plan

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN

MAY 1999

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THE SPECIAL EDUCATION PLAN

ACKNOWLEDGEMENTS

In accordance with the March 6, 1998 memorandum from the Ministry of Education and Training, this first Special Education Plan of the new Hamilton-Wentworth District School Board details how the resources allocated for special education are used to meet the needs of all the exceptional students of the board. As per Regulation 464/97, the board's Special Education Advisory Committee (S.E.A.C.) was involved at all stages in the development of the plan which is the result of collaboration and consultation with a wide range of stakeholders, including:

Board Trustees
Finance, Human Resources, Public Relations departments
Instructional Services departments (Communication Services, Curriculum, Psychology, Section 27, Social Work, Special Education)
Principals/Vice Principals
S.E.A.C.
Senior Administrators
Teachers

Schools were invited to submit comments on philosophy of programs and services as well as programs and services available regardless of category of exceptionality. All submissions were considered in the development of these two areas.

Vicki Kerr-Jaskiewicz and **Carmela Vidic** are S.E.A.C. members who sat on the committees which developed the sections on the IPRC process and the Parents' Guide.

A steering committee was established to provide input and guidance throughout the development of the Special Education Plan. Members included:

Beverly Shepard, **Bryan Shields** (S.E.A.C. members)
Gail Mote (Elementary resource teacher)
Gary Poot (Secondary vice-principal)
Judith Bishop (Board Trustee)
Leah Schwenger (Elementary vice-principal)
Nancy Harper (Coordinator of Special Education)

Updates at the board's Special Education Advisory Committee's monthly meetings ensured that S.E.A.C. had ongoing opportunity for input.

Input regarding graphic identity and editing of the plan was provided by **Jane Allison** (Public Relations department).

Joanne Mann, Secretary to Special Education Department, provided expertise for the typing of this document.

THE SPECIAL EDUCATION PLAN

ANNUAL REVIEW PROCESS

The annual review process will be conducted in accordance with the requirements and timelines outlined annually by the Ministry of Education and Training and Regulation 306.

As part of the annual review process, consultation will occur with all pertinent stakeholders, including the board's Special Education Advisory Committee.

Prior to submission to the Ministry of Education and Training, the amendments to the Special Education Plan will be presented annually to S.E.A.C. and to the Trustees for approval.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Reference Manual (Appendix I) outlines the function of S.E.A.C. in the Hamilton-Wentworth District School Board:

- ❑ Roles and responsibilities
- ❑ Meeting times, places, format and open to public
- ❑ Nomination process
- ❑ Members' contact information
- ❑ Names and affiliation of members

NOTE:
Throughout this Special Education Plan, the term "parent" includes "guardian".

THE SPECIAL EDUCATION PLAN

EARLY IDENTIFICATION/PREVENTION PROCEDURES

As a result of the amalgamation of The Wentworth Board of Education and The Board of Education for the City of Hamilton, plans to revise procedures for the new board have been scheduled for the spring of 1999. The new Early Identification Plan will include The Early Identification of Children's Learning Needs and the Early Identification Procedures for Junior Kindergarten and Senior Kindergarten.

Easing transition into elementary school:

A school entry committee consisting of representatives from preschool agencies and support staff from The Hamilton-Wentworth Catholic District School Board and The Hamilton-Wentworth District School Board meet regularly to plan for the successful school entry for students with special needs.

School board support staff provide inservice annually to preschool resource teachers on topics related to school entry (e.g., availability of school services, ISA claim process).

A parent information night presented by members of the school entry committee provides an overview of the transition process to JK/SK programmes as well as specific programs and services available in each board.

Parents are encouraged to complete a Student Information Sheet early in the year preceding possible school entry. This information sheet for public school students is sent to our Early Childhood Education Consultant who collates the information and sends it to each child's home school.

Principals are to determine the need for preparing an ISA claim and coordinate the submission of data according to our board's process and timelines.

Each spring a series of sharing meetings is coordinated by the Early Childhood Education Consultant. A meeting for each JK/SK student with special needs is held in a central site. In attendance are parents, home school staff, Early Childhood Education Consultant, a member of the Augmentative Communication Team, a Special Education Consultant or Coordinator and pertinent Community support

personnel (e.g., preschool teacher, School Health Support Services representative). The purpose of these meetings is to ensure that a transition plan is established to provide for a successful entry into elementary school. Each student's strengths and needs are presented, required equipment and services are determined and plans made for September placement and programming.

THE SPECIAL EDUCATION PLAN

INFORMAL APPROACHES TO SOLVING PROBLEMS PRIOR TO IPRCs

Schools will ensure that parents are kept informed of their child's progress. The school, with its support services, will endeavour to help the pupil meet his/her potential. If there are concerns, or further supports are required, then a series of school meetings would take place to problem-solve programming issues. If further consultation is required a system meeting could be held for input from System Support staff and community personnel. Schools will be expected to involve the parents through the process and to provide them with a copy of "A GUIDE TO SPECIAL EDUCATION for Parents and Pupils" if it appears that their child might require special education support. These steps will meet the needs of many pupils. However, for some pupils further special education programming is required. A decision may be made to proceed to an IPRC to determine if the pupil meets criteria to be identified as exceptional.

IPRC process (per Regulation 181)

1. **Informing parents of the IPRC process:**
   (a) No later than 30 days prior to the date of IPRC the presenting school is notified of the date, time and location.
   (b) At least 10 days in advance of the meeting, through the school, the parents of the pupil will receive written notification. If the notification of meeting is sent by mail, it must be mailed at least 17 days prior to the IPRC date.
   (c) If parents are unable to attend an IPRC but wish to be present, every effort will be made to accommodate the parents' schedule(s).
   (d) The school informs the parents and/or the pupil of the Special Education Advisory Committee and its role.
   (e) In addition to the notification of an initial IPRC the parents of the pupil are to receive the Parents' Guide in appropriate format.

2. **Parent Involvement:**
   (a) The school will give the parents of the pupil a copy of any information that will be considered by the IPRC.
   (b) The parents of the pupil must be invited to attend and participate in all committee discussions and decisions.
   (c) The parents have the right to request the attendance of others at the IPRC meeting.

(d) If the parents agree with the IPRC's determination, they will be asked to indicate, by signing their name(s), that they are in agreement.

(e) If the parents do not agree with the decision they have 15 days following receipt of the decision to give written notification to the Secretary of the Board.

3. **Gathering Information:**

Upon making the decision to go to IPRC, the school is to begin gathering information for the IPRC. Information gathered may include:

(a) educational background
(b) system meeting or IPRC documentation
(c) parent information form
(d) medical or outside agency reports, as appropriate
(e) standardized test/reports
(f) curriculum-based assessment, diagnostic tests and checklists
(g) report cards
(h) work samples
(i) statement of draft Needs and Strategies.

4. **Identification:**

The IPRC's written Statement of Decision will state:

(a) whether the IPRC has identified the student as exceptional
(b) the specific exceptionality/exceptionalities as per Ministry definitions and Board-approved criteria.

5. **Statement of Needs:**

The Statement of Strengths and Needs should:

(a) include individualized statements addressing academic, social/emotional and/or physical needs;
(b) be completed in draft form by the referring school with parent and/or student input;
(c) be included in draft form in the IPRC package;
(d) be reviewed in its draft form at the IPRC;
(e) revised at the IPRC, if necessary.

6. **Recommending Placement:**

(a) The IPRC will decide in favour of placement in a regular class with special education services if the committee is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with the parents' preferences.

(b) If the committee decides that the student should be placed in a special education class then the committee must state the reason(s) on the Statement of Decision.
(c) In making their decision, the committee must take into consideration the board's admission criteria, the needs of the student, the wishes of the parent and the recommendation of the referring school.
(d) The decision of the committee will be written on the Statement of Decision.

7. **Annual Review IPRCs:**
A Review IPRC is to be held at least once in each school year unless a parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.
A Review IPRC considers the same information as an Initial IPRC.
The committee will review:
(a) the progress the student has made in relation to the IEP, with written permission of a parent;
(b) the placement and identification and decide whether they should be continued or whether changes should be made.

8. **Requests for reviews:**
A review IPRC may occur if:
(a) the student's special education placement has been in effect for three months, but may not be made more often than once in every three month period, and
(b) a parent requests a Review IPRC in writing to the principal or if the principal of the school gives written notice to the parents.

9. **Meeting with parents prior to rendering the decision to the Board:**
The IPRC will render its decisions of identification and placement to the parents prior to any decisions rendered to the board. As soon as possible after the IPRC meeting, the chair shall send a copy of the Statement of Decision to:
(a) the parents
(b) the pupil, if 16 years of age or older
(c) Special Education Services
(d) the principal who made the referral, for inclusion in the OSR.

10. **Communicating decision to Board:**
    Each school is to submit a copy of the IPRC Statement of Decision form to the secretary of Special Education Services. A board-wide computer program to track a variety of information including information related to the IPRC process, is currently being developed. Target date for full implementation is Fall, 1999. Once this system is ready for use, the schools and special education department will have clear responsibilities for inputting data. Information relating to IPRC decisions at both the school and system levels will be downloaded from the computer system to provide specific details to the Board.

11. **Parents' Guide - See Appendix II.**

12. **Process for resolving disputes:**
    Throughout the entire IPRC process, schools will work with parents to resolve any disputes. The principal will be responsible to ensure that parents understand their rights, that parents have a copy of the Parents' Guide, and that any concerns are addressed in an atmosphere of cooperation and respect. A special education consultant, the special education coordinator, the school's Supervisory Officer and the Superintendent of Instructional Services are available to assist both schools and parents with the process for resolving disputes.

13. **IPRC Process:**
    Guidelines have been prepared to assist schools to conduct the IPRC process in accordance with Regulation 181. These guidelines are included as Appendix III.

THE SPECIAL EDUCATION PLAN

APPEAL PROCESS

Mediation Options

The following steps will be offered to parents in the event that they wish to consider an appeal as per Regulation 181:

STEP:

1. Chair of the IPRC will offer to re-convene the members of the committee so that the parents can share their concerns. If parents wish to have this meeting, it will occur prior to the dates for the formal appeal process as outlined in Regulation 181.

2. If parents are satisfied with the results of the informal meeting, this mediation process will be discontinued.

3. If parents are not satisfied with the results of the informal meeting, or do not wish to have the informal meeting described in Step 1, the board will offer the parents an opportunity to discuss their concerns with an impartial mediator who has no previous knowledge of the case and who has a background in special education. The chair of the IPRC will coordinate this meeting. Expenses of the mediator will be paid by the board.

4. If parents wish to have this meeting, it will occur prior to the dates for the formal appeal process as outlined in Regulation 181.

5. If parents are satisfied with the results of the meeting with the mediator, this mediation process is complete.

6. If parents are not satisfied with the results of the meeting with the mediator, or do not wish to have the meeting described in Step 3, the appeal process as described in Regulation 181 will begin.

Process

The appeal process will occur as outlined in Regulation 181.

THE SPECIAL EDUCATION PLAN

EDUCATIONAL AND OTHER ASSESSMENTS

1. COMMUNICATION SERVICES

Parental Consent

Informed parental consent is required for all assessments that are undertaken by professionals that are not employed as teaching staff e.g. Speech/ Language Pathologists, Social Workers, and Psychoeducational Consultants. The practice is that written parental consent is obtained by the school and a copy of this is filed in the student's Ontario Student Record and Special Services file/Central file. In some cases where the parent is present and requesting an assessment/ screening this can occur with verbal permission. For example, at the Senior Kindergarten registration, the process is for the parents to attend with their child to answer questions regarding the child's speech and language development and allow the speech language pathologist to talk with their child.

Consent for sharing information and protection of privacy (per legislation)

The permission granted by a parent for assessments other than educational allows for this information to be shared with appropriate school and professional support staff. The purpose of sharing this information is to develop the best program plan for a student so that he/she meets with academic success. The report is disseminated to the Ontario Student Record, Special Services file/Central file, department file and the parent. Access to these reports, once filed, is given to the author or to an individual with permission from the parent.

All professional support staff adhere to the following:

- Municipal Freedom of Information and Protection of Privacy Act
- Education Act
- Regulated Health Professional Act (if appropriate).

2. PSYCHOLOGICAL SERVICES

Psychological Assessment

Description

Using techniques like behavioural observation, structured parent and teacher interview, and standardized testing, a school-based psychological assessment provides information about a student's strengths and weaknesses, relative to other students their age, in areas such as intellectual ability, academic achievement, and social and emotional development. Most typically, psychological assessments are requested to assist schools with educational programming and placement decisions.

Informed Consent

Professional and ethical guidelines require that, prior to offering direct psychological service, appropriate informed consent must be obtained (Health Care Consent Act, 1996). According to the Education Act (1990), for students below 18 years of age, parental consent is required for intellectual or personality testing. Best practice dictates that consent to proceed with a psychological assessment be obtained by a member of the Psychological Services department.

For consent to be truly "informed" it must include: information regarding the nature and purpose of the assessment, alternatives to psychological assessment, anticipated risks and benefits of assessment, limits to confidentiality, and the possible consequences of not pursuing a psychological assessment. Additional questions from the parent should also be answered at the time of obtaining consent. Consent must be voluntary and can be withdrawn at any time (Canadian Code of Ethics for Psychologists, 1991; Health Care Consent Act, 1996).

Use of a standard form that provides essential details is recommended, but the signing of a form does not in and of itself constitute informed consent. Further, if the language on the form is not understandable, then the consent is deemed to be invalid. When language and/or literacy barriers exist, reasonable steps must be taken to ensure that the individual understands the above-mentioned aspects of the proposed assessment.

In situations in which families are separated, until a separation agreement has been finalized, the parent with whom the child resides has the right to consent to the assessment. Once the final custody arrangement has been determined, consent must be obtained from the custodial parent. In a joint custody arrangement, in rare situations in which the consent of both parents is required, this provision must be observed. A non-custodial parent with access has no decision-making power but does have a right to information about the assessment. If the student is a crown ward, then consent must be obtained from the Children's Aid society (Health Care Consent Act, 1996).

Freedom of Information, Record-Keeping, and the Protection of Privacy

At the beginning of the assessment process, the psychoeducational consultant may wish to review the student's records. The Education Act is clear, however, in restricting access to the Ontario Student Record (OSR) to supervisory officers, principals and teachers. Explicit consent from the student's parent must therefore be obtained prior to examining the full record. In a similar manner, should the psychology member wish to gather information from outside agencies, formal parent consent would be necessary (Municipal Freedom of Information and Protection of Privacy Act, 1989). The Canadian Code of Ethics for Psychologists (1991) is clear in stating that only that information that is relevant to the purpose for which consent has been obtained should be collected. The psychology member may review prior psychological assessment reports filed within the OSR without formal consent.

At the conclusion of the psychological assessment, the findings are explained to the school, parent, and/or student in easily understood terms and a written report is prepared. This standard requires both the use of the appropriate language with non-English speaking individuals, and the use of conceptually understandable explanations (Standards for Educational and Psychological Testing, American Psychological Association, 1985).

The original report is placed in the psychological services file along with the raw data and test protocols. Standards of Professional Conduct (The College of Psychologists of Ontario, 1995) indicate that the raw data and test protocols, being subject to misinterpretation, should not be entered into a common file like the OSR. These Standards also recommend that psychological records be kept for a minimum of ten years.

A copy of the report is placed in the OSR and, in most cases, the parent also receives a copy of the report. Unless court-ordered, or under conditions involving a mandatory reporting obligation, no additional copies are made or distributed without specific written parental or adult student consent.

According to the Education Act (1990), parents and adult students are entitled to examine the Ontario Student Record, which will contain a copy of the psychological report. Parents of students under 16 years of age, and students themselves, can also access to the psychological services file (Municipal Freedom of Information and Protection of Privacy Act 1989). This information must be released unless it would pose a serious threat to an individual's safety or health. Psychology members may add an explanatory note to assist with interpretation of the data. Because test security is a valid issue, the test protocols themselves may be withheld.

Communication of a Diagnosis

The Regulated Health Professions Act (RHPA, 1991) has stated that certain professional activities, called controlled acts, carry with them significantly greater risk for public safety or harm than others. The assignment of controlled acts to designated professionals ensures rigorous standards within these activities. In recognition of the extensive training and education obtained through the doctoral program, psychologists were one of the few health care professionals assigned the controlled act of diagnosis in the RHPA.

The College of Psychologists of Ontario (1995) has ruled that a psychologist may transfer the authority to perform the controlled act of diagnosis to a psychological associate. A specific delegation agreement must be signed and the arrangement is to be reviewed annually. Until 2000, The College of Psychologists of Ontario is also allowing unregistered Masters level individuals to deliver feedback following assessment, provided that it is the supervising psychologist who actually makes the diagnosis and takes legal responsibility in signing the report.

It is important to note that although the term "learning disability" is commonly equated with learning problems or academic difficulties, The College of Psychologists of Ontario (1997) has clarified that "when the result of the evaluation concludes that the cause of an individual's difficulty is a learning disability, communication of this diagnosis is a controlled act under the RHPA and may be performed only by those authorized to do so, under the law."

3. SPECIAL EDUCATIONAL SERVICES

Special education teachers do not administer any cognitive assessments. These are administered and interpreted by the Psychological Services staff employed by the board. From time to time, cognitive assessments from trained professionals outside the board are also used, with consultation from the Psychological Services staff.

Special education teachers use a variety of assessment techniques as part of the ongoing process of evaluation and modification of educational programs. These assessment techniques range from teacher observation to standardized achievement tests. Resources are available which explain the types of assessment techniques to use for various purposes.

Some special educational teachers in the previous county board were trained by a board psychologist in the administration and interpretation of specific standardized achievement tests, including the PIAT-R, Woodcock-Johnson Achievement Test-R and the Key Math-R.

In order to assist in the development of a consistent board-wide set of practices and procedures relating to educational assessments, a committee is currently reviewing assessment practices and procedures. In addition, during the 1999-2000 school year, it is planned that inservices will be conducted on the use of various types of assessment techniques for special education teachers.

The issue of parental consent for educational achievement assessments will be addressed as part of the board-wide set of practices and procedures.

THE SPECIAL EDUCATION PLAN

CATEGORIES OF EXCEPTIONALITY AND DEFINITIONS

The Categories of ministry exceptionality and definitions, and The Hamilton-Wentworth District School Board's Identification Criteria (based on ministry categories) are listed in Appendix IV.

- Educational Assistants (based on need; see section on criteria for allocation of Educational Assistants)
- Special education teachers (elementary and secondary)
- Transition to Work Experience Program (TWEP) - secondary
- Developmental Specialists (2 developmental programs)
- Child and Youth Care Workers (selected programs)
- Kinesiologist (Special Day School)
- Guidance counsellors (secondary schools)

System Personnel/Services

- Psychological Services (1 supervisor, 1 psychologist, 10.5 F.T.E. psycho-educational consultants)
- Communication Services (1 supervisor, 14.5 F.T.E. Speech Language Pathologists; 3 Speech Language Assistants)
- Social Work Services (1 supervisor, 21.0 F.T.E. social workers)
- Special Education Services (1 coordinator, 8 consultants)
- Augmentative Communication Team (2 teams each consisting of 1 Speech Language Pathologist, 1 teacher and 1 Educational Assistant)
- Behaviour Resource Team (teacher, social worker, Educational Assistant)
- ESL Consultant
- System meeting structure (see section on IPRC)
- Itinerant teachers of visually impaired (6)
- Itinerant teacher of hearing impaired (2)
- F.M. Technician

Fee-For-Service Personnel

- Orientation and Mobility Instructor (2)
- Child Psychiatrist (for consultation to schools through a referral process)

Community Care Access Centre Services

- Physiotherapy
- Occupational therapy
- Speech therapy
- Nursing
- Nutritional Counselling

Community Services

In the Hamilton-Wentworth region there are numerous community resources available for students, parents and educators. The following list provides an overview of some of these resources providing programs and services:

- Bereaved Families of Ontario
- Catholic Children's Aid Society
- Chedoke Child and Family Centre Community Parent Education Program (C.O.P.E.)
- Child Abuse Council
- Child and Adolescent Services
- Children and adults with Attention Deficit Disorder (C.H.A.D.D.)
- Children's Aid Society
- Family Services
- Fire department
- Hamilton-Wentworth Regional Police
- John Howard Society
- Martha House
- Public Health
- St. Joseph's Community Health Centre
- St. Joseph's Hospital

Resources

- Personalized equipment for individual schools
- Some accessible schools

THE SPECIAL EDUCATION PLAN

SPECIAL EDUCATION PROGRAMS AND SERVICES SPECIFIC TO AN EXCEPTIONALITY

Range of Placements Available Throughout the Board:

Through the IPRC process the following placement options are available:

1. **Regular Class**
   - ➢ may include:
     - ♦ support of the school's learning resource teacher (elementary and secondary)
     - ♦ support of the school's learning centre teachers (in some elementary schools)
     - ♦ support of Educational Assistant.

NOTE: The amount of support for individual students depends on variables such as:
- ♦ severity of student need
- ♦ allocation of special education staff
- ♦ availability of Educational Assistant time.

2. **Special Class** (elementary and secondary)
   - ➢ may be full time or part time, with integration into regular class(es).

NOTE: See Appendix V for a complete list of elementary and secondary special classes currently available.

3. Special Day School (Glenwood School)

Board Criteria for Placement

Criteria for special class and special day school placement are listed in Appendix VI.

SPECIAL EDUCATION ELECTRONIC INFORMATION PACKAGE: INDIVIDUAL EDUCATION PLAN (IEP)

The special education electronic information package is a comprehensive collection of special education forms, including the Individual Education Plan, as well as documentation required for the Identification, Placement and Review Committee process. It is used in conjunction with FileMaker Pro 3.0, which is available to all schools through a licensing agreement by the Ministry of Education and Training. The package was developed by a committee consisting of special education consultants and learning resource teachers from both secondary and elementary panels, with input from school administrators, special class teachers, and personnel from the Board's Information Technology Department. It has been updated from a program that had been used in the former Hamilton Board of Education.

The package will provide teachers with a data management system for record keeping, tracking and special education forms that integrates with the Individual Education Plan for exceptional students and for non-exceptional students for whom an IEP is beneficial. It will be used by secondary resource teachers, elementary resource teachers, secondary special class teachers, elementary special class teachers, special day school teachers, and will also be available to regular classroom teachers in collaboration with the special education team at each school.

In order to assist teachers, the committee is developing and setting procedures for use of the Individual Education Plan under provisions and guidelines of the Ministry's IEP Resource Guide and Regulation 181. The package includes a database of expectations outlined in the Ontario Curriculum, as well as needs and strategies required in IPRC documentation.

After further testing and consultation with stakeholders, the package will be available to schools to download via the Hamilton-Wentworth District School Board's Internal Webspace, with assistance from the Board's Information Technology Department. The committee, along with the Board's Special Education Department, will organize and conduct a series of inservices to assist with implementation and use of the package. A manual will also be developed and issued to schools. The committee will continue to review the package in order to address the needs of teachers and the students to whom they provide service.

The Hamilton-Wentworth District School Board

Individual Education Plan

1998 - 1999

Student *Date of Birth* *Identification Number*

IPRC Identification : Current Exceptionality *Placement* *Code* *Grade* *Class*

Dates: Initial I.P.R.C. *IEP Initiation Date* *Current Psych. Assessment* *Home School*

I.E.P. Prepared By :

Special Education Services Involved

Personalized Special Instructional Equipment / Related Health Issues

Areas of Strength

Areas of Need *Strategies To Address Needs*

Parent / Guardian / Student 18 years of age or older Signature *April 30, 1999* *Principal:*

The Hamilton-Wentworth District School Board

Individual Education Plan

1998 - 1999

Student | *Date of Birth* | *Identification Number*

Modified Program (Expectation)	*Strategies, Resources*	*Evaluation*	*Date*

Parent / Guardian / Student 18 years of age or older Signature | *April 30, 1999* | *Principal:*

The Hamilton-Wentworth District School Board
Individual Education Plan

1998 - 1999

Student

Date of Birth *Identification Number*

Curriculum Overview

Strand/Subject | Program Delivery | General Classroom Accommodations

Assessment Data

Term 1 Term 2 Term 3 | Name Of Assessment, Test, Evaluation Type

Transition Plan ☐ *Check if not applicable at this time*

Goals

Action | Responsibility | Timeline

Parent / Guardian or Older Student (age 16 or older)

☐ I was consulted in the development of this IEP

☐ I have received a copy of the IEP

Comments:

Signature : Parent Guardian

Date :

PROCESS FOR PARENT/CAREGIVER INVOLVEMENT

The Hamilton-Wentworth District School Board recognizes the importance of parental involvement in all aspects of their child's education.

1. Schools will be expected to use the following process(es) to ensure ongoing involvement of parents:
   a. inform parents of the process of identification as outlined in pages 6 to 9 inclusive.
   b. provide parents with a copy of the Parents' Guide when it appears that their child might require special education support
   c. involve parents in transition to elementary school
   d. participation in school and system meetings
   e. consultation in the development of a student's IEP
   f. parent-teacher interviews
   g. participation in IPRC meetings.

2. Individual schools encourage involvement in various ways. Examples include:
   - newsletters
   - calendars
   - parent reference library
   - school councils
   - parent groups
   - notification of community initiatives.

3. Parents are also involved in the development of policy and practices through representation of many local associations on SEAC.

4. An Annual Parent Conference includes workshops on issues related to special education.

CURRICULUM MODIFICATIONS

This section of the Special Education Plan was compiled by a committee of teachers and consultants from the primary to secondary divisions in the Hamilton-Wentworth District School Board.

Each subcommittee which represented a specific division provided a range of curriculum modifications and accommodations that can be used in the classroom by special class and classroom teachers and by Learning Resource personnel.

In order to make the checklists very practical for easy teacher use, the modifications were organized in strands which coincide with the Ministry report card and the Ontario Curriculum Documents. They will also be an extremely valuable resource to help prepare and write the Individual Education Plans for exceptional and non-exceptional students.

Although it was a primary goal of this committee to provide user-friendly and concise checklists, the committee recognized that there are many other previously completed resources available which provide additional excellent suggestions for curriculum modifications and accommodations.

CRITERIA FOR MODIFYING CURRICULUM

Curriculum can be modified for these students:

- exceptional student as deemed by an IPRC
- non-exceptional students who are not meeting the provincial level 3 standards of achievements as outlined in the ONTARIO CURRICULUM.

PRIMARY CURRICULUM MODIFICATIONS

OVERVIEW

The characteristics and needs of the exceptional primary student are similar to that of the non-exceptional student. The degree of program differentiation for the exceptional student requires that the teacher more actively mediate in the learning process. Learning experiences based on the expectations of the Ontario Curriculum must correspond with the student's needs, abilities and individual learning styles but may differ in process, product and evaluation.

Many factors influence a student's ability to learn and to experience success in school. These include physical, intellectual, educational, cultural, emotional and social influences. Students at all ability levels should have every opportunity to achieve the learning expectations set out in the Ontario Curriculum.

Program modification is the process of adapting the expectations from the Ontario Curriculum to meet the student's individual strengths and needs. Accommodations are supports or services that will help the student access the curriculum and demonstrate learning. When modifying the curriculum for a student, the teacher needs to consider which components of the curriculum require modification as well as in which areas and levels the child is having difficulty or needs to accelerate. For example, when learning language skills, it is necessary to determine whether or not encoding breaks down in the thought process or in the physical act of reading and writing. The teacher should never assume capability as a result of chronological age or perceived intelligence. The teaching/learning cycle should continue in a pattern from a point that duplicates the normal progression of learning but allows special consideration for differentiation of the program based on needs.

LANGUAGE

Reading

Remediation Strategies to Develop Reading Skills

- work with linguistic awareness activities to develop sound/symbol correspondence, develop concept of rhyme, understand patterns in language, classification and association of objects, pictures and word forms, relationships among objects, words and pictures, learn to attach meaning to the spoken word
- listen to and following directions
- develop directionality of sounds-left to right
- build spatial relationships
- use of strategies to support aural strengths in reading e.g., shadow reading, using a taped version of the story
- work with activities to support concept of letter form
- analyze words for their component parts
- sequence main part of a story, use picture cards for cues
- retell stories in own language auditory closure e.g., shoes and _____, lock and _____ etc.
- notice incongruities e.g., a door without a knob
- code individual letters in words to develop awareness of word form
- colour code the vowels and consonants
- shape cards to correspond with the shape of words
- sound the word and put a head or chip down for every sound heard
- play picture/word memory games
- look at a picture, cover for a time and ask child what is covered up
- use visual closure - the ability to fill in gaps
- chunk or limit number of instructions
- examine words for common sounds, patterns
- identify nonsense in probable things e.g., squirrels have 6 legs
- practice in following verbal directions with increasing complexity
- correct errors in sentences
- give summary of story read orally to them
- use a word processor
- work with a reading buddy for support
- work with concept vocabulary prior to the start of a unit of study
- generate a subject vocabulary list
- phonic development

Writing

Writing Strategies to Develop Writing Skills

- physical modifications with correct size of pencil using pencil grips, slant board, tactile paper, paper with thick lines for spatial orientation, posture and physical placement
- establish handiness
- make use of computers and appropriate software
- scribbling to stay in a defined space
- use of damp sand, finger paint, plasticine, felt letters and sandpaper to develop visual memory of letter form
- tracing of shapes and letters
- directionality
- copying designs-from a model, from memory and symbolic and non-symbolic
- completion-figure, word and sentence
- writing from dictation
- prepositional writing where thought is converted into written form by the student

Oral and Visual Communication

Remediation Strategies to Develop Skills in Oral and Visual Communication

- modifications for:
  - eye-hand coordination
  - fine muscle development
  - relation of figure to background
  - size discrimination
  - laterality
  - directionality
- Frostig program strategies
- Increase size of print
- Visual tracking activities
- Eye-hand co-ordination e.g., use of manipulatives
- Promote awareness of body position to objects

Mathematics

- make use of manipulatives (3-D solids, geoboards, attribute and pattern blocks) to introduce, reteach and review concepts so that children develop an understanding of concepts at a concrete level
- allow for extended time for the use of manipulatives

- use numberlines to support work with operations
- read questions to student so that language skills do not impede development in math concepts
- colour-code steps in long division/multiplication and display for reference
- use graph paper for easier organization
- use computer programs to review facts
- use a calculator
- use easy-to-read scales on rulers, measuring cups, thermometers etc.
- use concrete materials e.g., string of designated length to so that the student is focusing only on the single criteria of length
- create models from plasticine to reinforce the concept and components of solids
- use movement patterns for kinesthetic learners

- develop concept of environmental patterns e.g., summer, fall, winter, spring
- develop an understanding of the relationships between addition and subtraction, multiplication and division
- demonstrate skill expectations

Modifications for Physical Education

- determine if medical accommodations are necessary
- assess to determine a base line from which to develop skills
- determine strengths and weaknesses
- provide a program which begins with immediate success to build self-esteem and provide motivation to improve
- simplify instructions
- provide alternate equipment i.e., softer balls, larger equipment for easier handling
- demonstration of skill expectation
- provide additional opportunities to practice skill
- break skill down into smaller sub-skills for teaching
- hand-on-hand assistance to practice skill
- systematic development of skills
- never assume capability as a result of age, size or intelligence

Modifications for Arts

- drama and dance-incorporate modifications for physical education where needed
- music for theory component-incorporate suitable mathematics and language modifications
- visual arts - demonstrate skill expectation, make use of alternate tools e.g., large paintbrushes, special scissors, etc.

Modifications for Science/Health/Social Studies

- Incorporate modifications listed under Mathematics and Language wherever appropriate

Resources for Modifications

- "Problem Areas and Techniques for Remediation"
- Resource Handbook for the Teachers of Children with SLD

Hamilton-Wentworth District School Board
Special Education Curriculum Committee Proposal

Curriculum Modifications - Junior Division

WRITING

Grammar

- highlight or underline subject-verb agreements in student's written work
- have the student help correct other students' written work
- teach, review, reinforce writing process
- provide editing checklist for peer and self-editing
- provide regular opportunities to write for a variety of purposes
- make groups of cards containing subjects, verbs, adjectives, etc.; have students combine cards in a variety of ways to construct sentences
- encourage student to read work aloud when editing

Punctuation

- give practice editing sheets where punctuation needs correcting (modeling the process first)
- have student practice one form of punctuation at a time (e.g., periods then commas then exclamation points)
- have students keep a list of basic punctuation rules at their desk for quick reference
- practice identifying types of punctuation using newspaper articles (e.g., circle periods in blue, commas in red)
- teach, review and reinforce the writing process
- provide editing checklist for peer and self-editing
- provide regular opportunities to write for a variety of purposes

Spelling

- provide a peer tutor and/or access to computer software (speech to text)
- use word games (e.g., construct a word wall, syllabication)
- write words with crayon on paper-covered window screen then let student feel the letters as they say them
- trace letters out on arm
- say letters aloud as they are being written
- allow for oral testing where motor control is an issue
- create a personal dictionary (a small telephone book works well)

- personalized spelling lists
- reduce quantity of written work
- allow practice time with flash cards

Word Use and Vocabulary Building

- pre-teach vocabulary
- use word of the day
- encourage word games
- discuss appropriate vocabulary for the task (e.g., topic specific writing)
- give sentence starters

Visual Presentation

- teach and allow use of computer
- use two colour lined paper
- use physically differentiated paper (e.g., raised lines, bumps)
- use pressure sensitive paper

READING

Reasoning and Critical Thinking

- teach, review and reinforce skimming and scanning strategies
- provide stories on tape
- discuss materials in small chunks
- use materials at ability level
- have reading buddies

Understanding Form and Style

- have student pre-read for classroom discussion as a way to familiarize themselves with material
- provide opportunities to reference different types of print material (research, narrative, poem)

Knowledge of Language Structures

- allow students to tape their oral reading for greater awareness of pauses, stops and expression
- use cloze passages

Vocabulary Building

- provide high interest and low vocabulary reading materials

- use highlighter marker to identify key words or phrases
- remove pages from workbooks/textbooks and present these to the student one at a time rather than allow the student to become anxious with workbooks or tests
- work the first problem or two of the math assignment with the student in order to make certain that he/she understands the directions and the operation necessary to solve the problem
- have the student participate in an actual "hands-on" experience by following simple recipes (e.g., making Jell-O, cookies, etc.)

Geometry & Spatial Sense

- provide "hands on" manipulatives
- use computer software programs
- provide reference cue cards for pertinent vocabulary e.g., Square, Rectangle
- use geoboards
- pre-teach vocabulary
- teach shapes using common objects
- present fewer number of problems per page
- allow extended time for task/test completion
- use highlighter marker to identify key words or phrases
- remove pages from workbooks and present these to the student one at a time rather than allow the student to become anxious with workbooks for texts
- evaluate the appropriateness of having the student learn abstract concepts at this time (e.g., Is it too difficult for the student?)
- provide repeated physical demonstrations of abstract concepts (e.g., Identify things far away and close to the student, a small box in a large room, etc.)
- have student act as a peer tutor to teach a peer a concept the student has mastered. This can serve as reinforcement for the student
- provide a peer tutor

Number Sense and Numeration

- provide visual cues (number chart)
- provide examples on tests
- assist with test question interpretation
- encourage discussion of reasonableness of answers
- provide workbook
- allow use of manipulatives including calculator (where appropriate)
- allow use of a multiplication chart
- allow use of rule for +/-
- highlight operation symbol

- allow additional time frame for assignment completion
- reduce quantity
- model strategies/use a peer tutor
- create lists/highlight important details from word problems
- talk through word problems to identify operation and strategy
- limit problems to single step level until mastered
- teach and provide visual cues as to operation word meaning (e.g., sum means add and it looks like this +)
- teach alternative ways for interpreting words using #'s (e.g., 2 weeks = 14 days)

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

INTERMEDIATE DIVISION PROGRAM ACCOMMODATION CHECKLIST
TEACHING METHODS/STRATEGIES

LISTENING/FOLLOWING DIRECTIONS

- ❑ preferred seating
- ❑ reminded to look and listen - teacher proximity
- ❑ gain attention of student
- ❑ visual cues
- ❑ buddy to clarify
- ❑ have student paraphrase instructions
- ❑ simple and short instructions
- ❑ repeat directions
- ❑ daily agenda on blackboard
- ❑ provide opportunities to express him/herself orally

ORGANIZATION SKILLS

- ❑ chunk tasks
- ❑ assign short chunks of activity with frequent check-ins
- ❑ model of finished product
- ❑ consistent and daily use of agenda/planner
- ❑ highlight steps of task
- ❑ keep supplies in class
- ❑ interim due dates
- ❑ use of graphic organizers
- ❑ inform parents of due dates
- ❑ advisor program - study skills

READING

- ❑ ask questions to help comprehension
- ❑ reading for enjoyment
- ❑ material available at appropriate level
- ❑ pre-read discussion of vocabulary
- ❑ topics of interest
- ❑ teach explicit decoding strategies
- ❑ use of multi-media multi-sensory materials
- ❑ shared reading
- ❑ use larger print material
- ❑ highlight key words/information
- ❑ chunk assignment with frequent monitoring
- ❑ give a purpose for reading
- ❑ provide pictures/diagrams to support print
- ❑ facilitate home support with parents

WRITING

- ❑ develop word lists
- ❑ record notes in diagram, maps and charts
- ❑ display sample of final product
- ❑ teach explicit editing skills, e.g. COPS
- ❑ decrease amount but not content/skill
- ❑ brainstorm ideas before creative writing
- ❑ give story starters
- ❑ semantic webs - story organizers
- ❑ peer editors
- ❑ use multi-sensory approach

SPELLING

- ❑ reduce number of words
- ❑ use of cloze passages
- ❑ Multisyllabic mega words approach
- ❑ use of word patterns
- ❑ test theme words

MATH

- ❑ teach memory tricks
- ❑ highlight signs/symbols
- ❑ provide model/example - keep in binder
- ❑ colour code steps/post formulas/diagrams
- ❑ space questions further apart
- ❑ replace numbers with smaller numbers
- ❑ student works at the blackboard
- ❑ incorporate real-life math
- ❑ encourage use of math vocabulary

ACCOMMODATIONS/RESOURCES/ SERVICES

- ❑ LRT support (withdrawn or in-class)
- ❑ people resources - tutor, volunteer, scribe buddy, EA, co-op student
- ❑ taped materials provided
- ❑ tracking sheets, organizer
- ❑ use of calculator/grids/number lines
- ❑ concrete and manipulative materials
- ❑ graph paper for math
- ❑ taped books
- ❑ photocopying notes - student highlights
- ❑ use of dictionary/thesaurus
- ❑ use of a pencil for assignments
- ❑ alternate line use
- ❑ use of computer/word processor/spell checker
- ❑ homework club
- ❑ study corral

GENERAL CLASSROOM MANAGEMENT

- ❑ display vocabulary lists for themes
- ❑ preteach vocabulary before lesson
- ❑ use of thesaurus/dictionary
- ❑ personal dictionary
- ❑ plan with Special Education staff

EVALUATION - ASSIGNMENTS & DAILY WORK

- ❑ extended time
- ❑ reduced quantity
- ❑ mentor/peer buddy
- ❑ individualized content: adjust levels of skill/knowledge outcomes
- ❑ individualized assessment criteria: alternative performance expectations
- ❑ oral tests, book reports on tape
- ❑ use of calculator/computer/grids

EVALUATION - TEST TAKING

- ❑ question interpretation
- ❑ alternative tests eg. oral, open-book, short answer, dictated responses, presentations/demonstrations
- ❑ test rewrites
- ❑ alternative test setting - learning resource centre
- ❑ extended time
- ❑ reduce # of questions
- ❑ provide formulas/models in math
- ❑ chunking
- ❑ different format size/spacing

PROGRAM MODIFICATIONS: SECONDARY LEVEL

1. General Classroom Management
   - preferential seating
   - distraction-free seating
   - structured environment
   - routines/rules clarified and posted

2. Organizational
   - assignment and homework book/sheet
   - daily planners
   - buddy system
   - homework reminders on blackboard
   - course outline
   - check notebook regularly

3. Personal Support
   - close monitoring
   - frequent encouragement, reassurances, feedback
   - positive reinforcement and praise
   - draw out in discussions
   - encourage participation in extracurricular activities

4. Behavioural Supports
   - non-confrontational approach
   - low-key directives
   - firm and clear guidelines
   - frequent eye contact
   - clear, fair consequences
   - minimize distractions
   - monitor and assist with social interaction

5. Instruction
   - clear, concise instructions
   - supplement oral instruction with point-form notes
   - instructions in small chunks
   - minimize oral instructions
   - extra time for assignments, tests and exams
   - reinforcement of key concepts
   - clarification of key concepts

- verbal rehearsal by the student
- point-form notes on the board
- use of computer
- concrete examples
- use mnemonic aids
- maintain eye contact
- use multisensory presentations

6. **Content of Course**
   - provide reading materials at instructional levels
   - combination of visual and oral materials
   - subject vocabulary lists
   - highlight essential content
   - frequent oral questioning to ensure they are on track
   - provide overview of expectations

7. **Note taking**
   - allow point-form notes
   - provide photocopied notes
   - provide point-form notes

8. **Student Aids**
   - timetable chart
   - calculator
   - computer
   - spell check
   - subject vocabulary list

9. **Evaluation**
   - oral testing
   - tests written in resource room
   - extended test time
   - assist with the interpretation of questions
   - reduce test anxiety
   - consideration of spelling and writing difficulties
   - content over presentation
   - variety of assessment methods

EXTENSIONS (FOR PRIMARY, JUNIOR, INTERMEDIATE AND SENIOR DIVISIONS)

Able, Talented, Gifted: Roots and Wings, Philosophy, Procedures, Program and Resources, Junior Kindergarten - OAC The Board of Education for the City of Hamilton

The components of this document are all relevant but the following strategies for modification are useful for planning:

- A Curriculum Criteria Checklist, pp. 80-81
- Bloom's Taxonomy of Educational Objectives: Cognitive Domain p. 87
- SCAMPER p. 91
- Divergent Questioning Models p. 92
- The Enrichment Triad Model p. 97
- The Basic Inquiry Model pp. 99 - 101
- The Logic Model p.p. 102-103

Enhanced Programming: A Program Planning Guide for Able, Talented and Gifted Learners The Wentworth County Board of Education 1995

The components of this document are all relevant but the following strategies for modification are useful for planning:

- Differentiation of Programming
- Thinking Skills
- Challenge Centres
- Ideas from W.C.B.E. Teachers

Refer also to Programming for the Gifted, The Ministry of Education 1985

SECTION 19 PROGRAMS

Several of the current HWDSB Section 19 classes are partnered with community-based organizations which specifically provide treatment programs for students identified as having, or are deemed to have, either singular or multiple exceptionalities. Students with behavioural exceptionalities, social/emotional dysfunction, and specific learning disabilities would predominate in our treatment Section 19 classrooms. At the present time 13 treatment sites are enhanced with Section 19 classrooms.

1. TREATMENT SITES

Elementary School Classes

- Hatts Off I
- Hatts Off II
- Lynwood Hall
- Lynwood Outreach
- Woodview Transitions

Secondary School Classes

- Big Sisters Youth Services
- Cornerstone Youth Services
- Hatts Off III
- Hatts Off IV
- Hatts Off V
- Woodview Children's Centre
- Woodview Day Treatment
- Northcrest Youth Centre

In the Section 19 classes associated with Care and/or Corrections programs in Hamilton-Wentworth there is a high probability that, at any given time, there will be students with previously identified or deemed exceptionalities. Although in these programs the focus is not on exceptionalities per se, their presence, especially in the custody population, requires recognition and acknowledgement when attempting to deliver educational programming.

2. CARE SITES

Elementary School Classes

- Hamilton Health Sciences Corporation: Children's Hospital at McMaster
- St. Joseph's Hospital

Secondary School Classes

- Hamilton Health Sciences Corporation: Children's Hospital At McMaster
- St. Joseph's Hospital
- Grace Haven/Big Sisters Youth Services

3. CORRECTION SITES

Secondary School Classes

- Arrell Youth Centre
- Bernhardt House
- Calvert House
- George R. Force
- Hamilton-Wentworth Detention Centre
- Newcombe House
- Patterson House
- Peninsula Youth Centre

THE SPECIAL EDUCATION PLAN

PROVINCIAL AND DEMONSTRATION SCHOOLS

1. Criteria For Applying For Placement:

The following criteria are used for applying for placement:

- all appropriate and available programs and services available in the Board have been utilized but the student is still experiencing significant academic delays;
- the student's parents are in support of the application;
- the school's special education consultant has been involved in the decision-making process to apply to a provincial or demonstration school;
- an IPRC has recommended an application to a provincial or demonstration school;
- the school has discussed the possible application with the Board's special education coordinator;
- the school is responsible for compiling the application package;
- the special education coordinator is responsible for submitting the application package to the provincial or demonstration school;
- the special education coordinator acts as board contact with provincial or demonstration school.

Note: In some cases parents request that the Board make an application for their child.

2. Procedure for transportation

The transportation department of the Board coordinates transportation for students attending a provincial or demonstration school. Specific arrangements are made for each student, depending on individual needs and schedules. Some students are transported daily while others are driven on a weekly basis i.e. transported from their home on Monday morning and returned home on Friday afternoon.

THE SPECIAL EDUCATION PLAN

SUPPORT

Range of support personnel deployed:

- Child and Youth Worker (3.0 F.T.E.)
- Child Psychiatrist (limited funds available for consultation to schools through a referral process)
- Communication Disorder Assistant (1 F.T.E. at special day school)
- Educational Assistants (384 F.T.E.)
  - 343 F.T.E. permanent
  - 30 F.T.E. supply coverage
  - 12.5 F.T.E. paid through other sources such as Early Learning Grant, Insurance policy)
- ESL Consultant
- F.M. technician (1 F.T.E. special assignment educational assistant)
- Itinerant teacher for Hearing Impaired (2 F.T.E.)
- Itinerant teacher for Visually Impaired (6 F.T.E.)
- Job coaches (4.0 F.T.E.)
- Kinesiologist (1 F.T.E. at Special day school)
- Orientation and Mobility Instructors (2 fee for service)
- Psychoeducational Consultants (10.5 F.T.E.)
- Psychologists (2 F.T.E. - 1 is supervisor of department)
- Social Workers (21.0 F.T.E.)
- Social Work Supervisor (1 F.T.E.)
- Speech Language Assistants (3.0 special assignment educational assistants)
- Speech Language Pathologists (14.5 F.T.E.)
- Speech Language Pathologists supervisor (1 F.T.E.)
- Special Education Consultants (8 F.T.E.)
- Special Education Coordinator (1 F.T.E.)

THE SPECIAL EDUCATION PLAN

1. SUPERVISORY OFFICERS

- 1 Director of Education and Secretary of the Board
- 1 Superintendent of Instructional Services
- 8 Superintendents of Education
- 1 Superintendent of Plant Services
- 1 Superintendent of Business and Treasurer

2. TRUSTEES

- 11 Trustees

3. ELEMENTARY STAFFING (FTE AS OF JANUARY 28, 1999)

Classroom Teachers	1738.35
Learning Centre Teachers	19.00
Learning Resource Teachers	158.65
Special Class Teachers	134.00
Itinerant Special Education Teachers	8.00
Section 19 - Community Facilities	8.00

Other Elementary Teachers:

Staff on Loan to Union	4.00
Staff on Loan to EQAO	2.00
Staff on Loan - Dept. of National Def	1.00
Staff on Loan - OISE	1.00
Consultants	16.00
Special Assignment Teachers	7.00
Human Resource Assignment	1.00

Vice Principals	28.50
Principals	102.00
Principal Consultant	1.00
Principal on Loan to Union	1.00

4. SECONDARY STAFFING (FTE AS OF JANUARY 28, 1999)

Principals	19.0
Vice Principals	29.0
Secondary Teachers	
➢ at schools (includes 42.668 learning resource teachers)	1161.34
➢ at Jackson High	3.0
➢ at Facilities	33.5
Secondary Consultants	6.0
Special Assignment	4.0
VP - Special Assignment	2.0
Secondary - Continuing Education - Principal	1.0
Continuing Education Teacher	1.0
Secondary - Staff on Loan	4.0
Secondary - ESL Itinerant	2.0
Dev. Del. Resource	1.0
S.A.L.E.P.	1.0
Special Class Teachers	27.6

5. STUDENTS

Elementary (as of October 31, 1998)

JK	KGN	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	SP CL
2551	3837	4243	4148	4093	4158	3874	3951	3991	4032	1087

TOTAL ELEMENTARY **39,965**

Secondary (as of October 31, 1998)

GR 9	GR 10	GR 11	GR12	OAC	SP CL
5743	3774	3797	4275	1675	176

TOTAL SECONDARY (including alternative education) **19,440**

CRITERIA FOR ASSIGNING EDUCATIONAL ASSISTANTS

The process for assigning educational assistants is currently being reviewed by an Educational Assistant Allocation committee comprised of elementary and secondary principals as well as central office staff. Currently, Educational Assistants provide support to various special classes and programs as well as to individual students.

The new Special Education funding model has necessitated a review of the use of Educational Assistants. For the year 1999 - 2000, Educational Assistants will be allocated on the basis of the criteria outlined on the application form on the next two pages.

REQUEST FOR EDUCATIONAL ASSISTANT – SPRING, 1999

PRIORITY 1: Request is for INDIVIDUAL STUDENT:

____ a student who meets criteria for ISA 3 claim (_____)
Student Name

____ a student who meets criteria for ISA 2 claim (_____)
Student Name

ISA claim must be attached which documents the following need(s) of the student:

____ is a danger to self and/or others in variety of settings throughout the day to the degree that additional adult support is required

____ requires additional adult support for personal care: toileting, feeding, mobility, catheterization, suctioning – circle all that apply

____ student is blind/has vision problems which require additional adult support

____ student is deaf/has hearing problems which require additional adult support

____ student has significant developmental disability(ies) which require additional adult support

Current placement of student:

____regular class ____special class (_____) ____special day school
Type of class

Anticipated placement/school of student for September, 1999:

____regular class ____special class (_____) ____special day school
Type of class

Amount of time per day requested:
____ Full-time ____Half time ____Other (specify # of hours per day _____)

PRIORITY 2: Request is for SPECIAL CLASS: (where no student qualifies for an ISA 2 or ISA 3 claim)

Type of special class: _____ **Rationale for request:**

Amount of time per day requested:
____ Full-time ____Half time ____Other (specify # of hours per day _____)

_____ _____ _____
Signature of Principal/Supervisor School Department Date

OFFICE USE ONLY

Date_____ Decision_____

REQUEST FOR EDUCATIONAL ASSISTANT – SPRING, 1999

PRIORITY 3: Request is for INDIVIDUAL STUDENT:

____ a student with high needs but who does not meet criteria for ISA 3 or ISA 2 (_____)
Student Name

Confirmation must be attached which documents the following need(s) of the student:

____ is a danger to self and/or others in variety of settings throughout the day to the degree that additional adult support is required

____ requires additional adult support for personal care: toileting, feeding, mobility, catheterization, suctioning – circle all that apply

____ student is blind/has vision problems which require additional adult support

____ student is deaf/has hearing problems which require additional adult support

____ student has significant developmental disability(ies) which require oncoming additional adult support

Amount of time per day requested:
____ Full-time ____Half time ____Other (specify # of hours per day _____)

ADDITIONAL REQUEST: (budgeting structures to be determined)

____ request is for a special needs program other than a special class (_____)
Name of Program

OR

____ request is for a group of students with special needs in a regular class who do not meet criteria for ISA 2 or 3 claims

Rationale for request:

Amount of time per day requested:
____ Full-time ____Half time ____Other (specify # of hours per day _____)

_____ _____ _____
Signature of Principal/Supervisor School Department Date

OFFICE USE ONLY

Date_____ Decision_____

QUALIFICATIONS OF PERSONNEL EMPLOYED

The following support personnel must have appropriate qualifications according to board policy, professional associations and/or collective agreements:

- ESL consultant
- psychiatrist
- psychoeducational consultants
- psychologists
- social workers
- special education consultants/coordinator
- special education teachers
- speech language pathologists

CHILD AND YOUTH WORKER

Required

To be a Child and Youth Worker requires a diploma from an accredited Community College. It is a 2-year course.

COMMUNICATION DISORDERS ASSISTANT

- A university or college degree/diploma
- Post graduate Communicative Disorders Assistant Diploma

EDUCATIONAL ASSISTANT

Required

- Completion of formal training/education (Educational Assistant course, Child Care worker, etc.)
- Experience working with children (paid or volunteer).
- Ability and willingness to perform required physical tasks which may include feeding, toileting, bending, kneeling, and lifting.
- Flexible, adaptable, patient positive and empathetic towards students (ages 3 to 21) and adults.
- Able to manage conflict with children and with adults.
- Able to work cooperatively as a member of a team.

Preferred

- Experience working as an Educational Assistant elsewhere (especially with "special needs" students, Autistic, B.E., etc.)
- Specialized training in sign language, Blissymbolics, finger spelling, etc.

JOB COACHES

- related experience and education

KINESIOLOGIST

- Honours Science degree from an accredited university in the specialized area of Human kinetics or Kinesiology.
- Must also possess knowledge of the practical application of activities necessary for the maintenance and development in the physical function of students.

STAFF DEVELOPMENT PLAN

The Staff Development department is in a transitional phase at this time due to amalgamation. The department is in the process of reviewing policy, co-ordinating budget activities and identifying system and staff needs through questionnaires and discussions with staff. Its mandate is to provide staff development for all classroom and non-classroom staff within the board. Future direction includes:

- leadership development
- transition support for business support staff
- teacher induction and recruitment.

The Staff Development department will produce a calendar of professional development which includes many inservice opportunities, delivered by a variety of in-house and contracted inservice providers. For the balance of this school year, these inservices will be of interest to a wide variety of stakeholders, including special education teachers and support staff. Examples of inservices include:

- Partners in Learning Inservices for educational assistants in the Hamilton-Wentworth District School Board and The Hamilton-Wentworth Catholic District School Board
- a variety of software application Inservices for all staff
- a variety of Curriculum Inservices
- a variety of personal and career development Inservices such as:
  - Resume Writing & Interview Skills for all staff;
  - Personal Resiliency for all staff;
  - Non-Violent Crisis Intervention for teachers and educational assistants;
  - True Colours personality indicator for all staff.

In addition, there is a series of inservices for elementary and secondary learning resource teachers held throughout the year. A steering committee plans the agenda which covers a wide range of topics including updates on special education issues.

Teachers have opportunities for professional development through:

- the local chapter of Council for Exceptional Children
- school-based inservices
- focus groups (e.g., behaviour class teachers)

It must be noted that most staff development happens outside of school time, reflecting the commitment of our staff who often give up personal time to either act as inservice providers or attend as active participants.

Some inservice sessions have a cost attached. Because of limited staff development funds, participants may need to pay the costs themselves, or rely on other supports such as federation funds and/or flexible timetabling at the school.

For the 1999-2000, inservices will be planned for special class teachers as well.

THE SPECIAL EDUCATION PLAN

SCHOOL HEALTH SUPPORT SERVICES PROGRAM (SHSSP)

A principal or parent who wants to access health support services for nutrition counselling, nursing, occupational therapy, physiotherapy or speech services are required to complete an Application School Health Support Services form, Part 1. This form is sent to the Community Care Access Centre where a case manager assesses need and arranges for the appropriate specialized health service(s).

An assessment is conducted by a health care professional at the student's school. Results are shared with parents and school staff. A written report is provided for the O.S.R. If the assessor determines that the student requires continued support, a plan of consultation services is developed. A review of the student's progress and needs is conducted annually.

Where a student requires specialized medical care, a CCAC case manager will assess the level of medical care required. Some students may require the services of a nurse full time in order to attend school. Others may require nursing part-time (e.g., a diabetic requiring an injection during the school day). Nursing staff may also provide health teaching to school staff specific to the care of an individual student. The School Health Support Services Program does not provide daily nursing for students requiring simple catheterization or shallow suctioning. If the Educational Assistant does not wish to learn these procedures, the Board arranges and is billed for these services.

THE SPECIAL EDUCATION PLAN

IN-SCHOOL SUPPORT

1. PEER SUPPORT

   There are numerous peer supports offered in the schools. Many of the programs are developed within the schools by the school staff with senior students working with younger students in the areas of Math and/or Language Arts. There are also programs across elementary and secondary schools where students from the high schools tutor and support the elementary students. In addition, there are system supports such as Peer Mediation (in conjunction with Chedoke-McMaster Hospital) and Mentoring (in partnership with Big Brothers).

2. VOLUNTEERS

   Schools make use of volunteers in the manner that they determine the needs can be best met, while following Board guidelines.

3. OTHER IN-SCHOOL SUPPORTS INCLUDE:

   a. **Violence-Free Schools Policy**

      Both former Boards have policies in place for Violence-Free (Safe) Schools. These policies remain in place. A Superintendent has been given the portfolio for Violence-Free Schools Policy. Social Work Services will remain active in supporting the schools in their violence-reduction programs, services, and curricula. A variety of strategies are in place in different schools, including social skills curriculum and anger management courses.

   b. **Crisis Team**

      The Board has Crisis Response personnel in place.

   c. SALEP

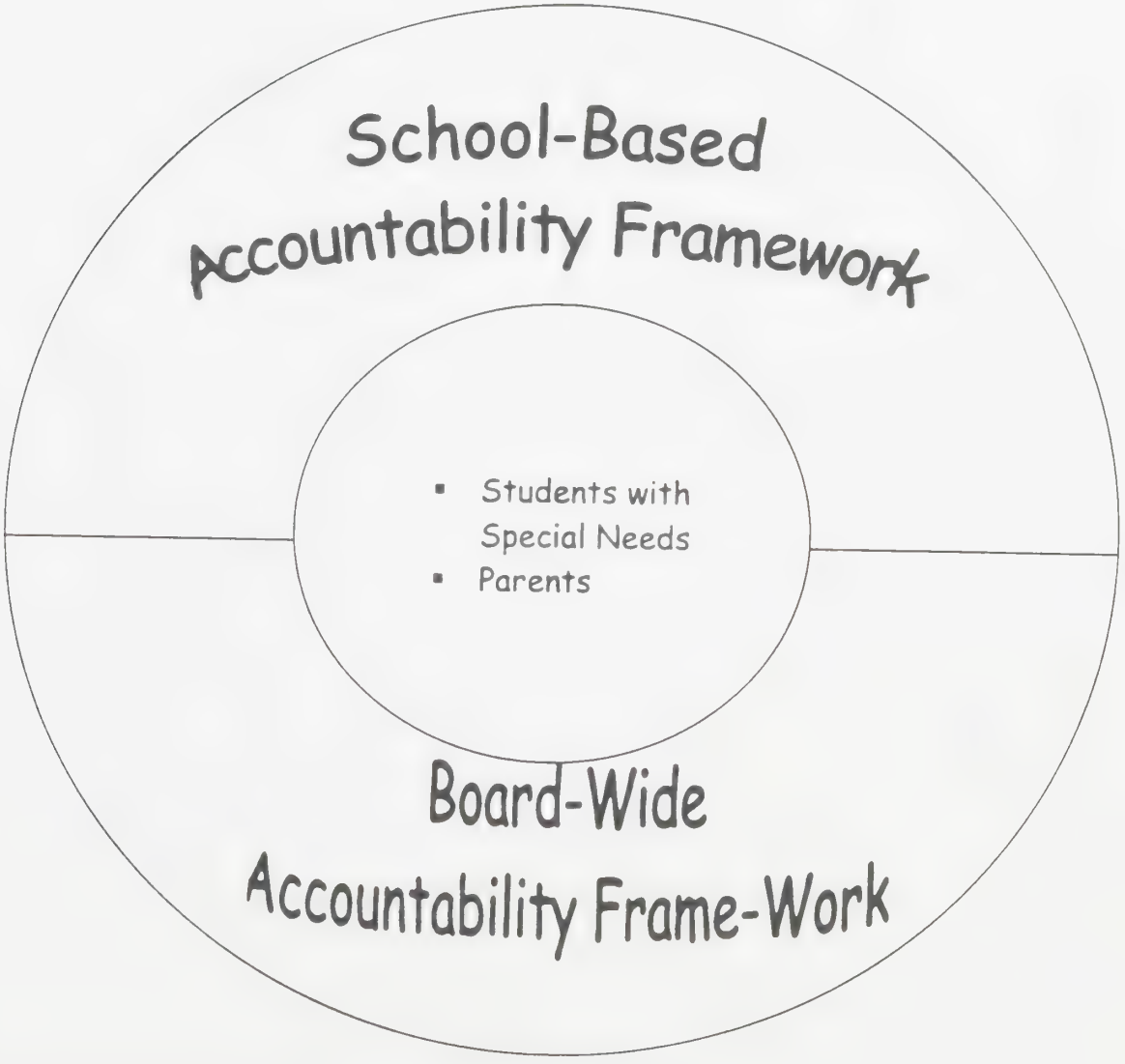
      The Board has a SALEP Committee, which hears applications from parents and student on a bi-monthly basis. In addition, the Board has a SALEP Centre which provides programming (academics, life skills, and work skills) to students on SALEP. This program is supported by a teacher and a social worker, and further enhanced by two SALEP counsellors (job coaches) through a grant from Human Resources Development Canada.

   d. SOCIAL WORKERS

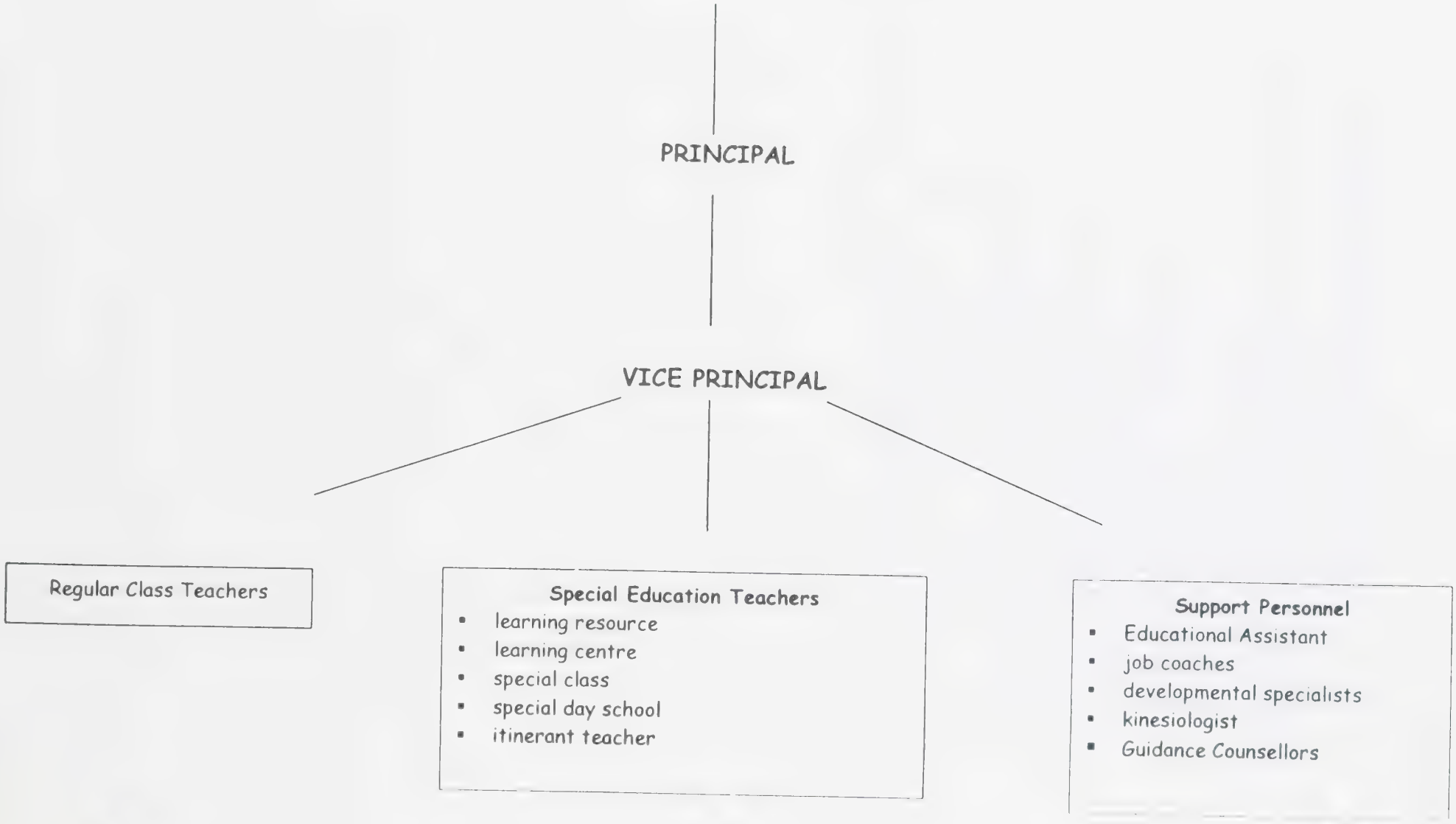
      Social workers provide support to all students in the schools who have attendance, behavioural, emotional and/or social needs that are interfering with their schooling.

ACCOUNTABILITY FRAMEWORK

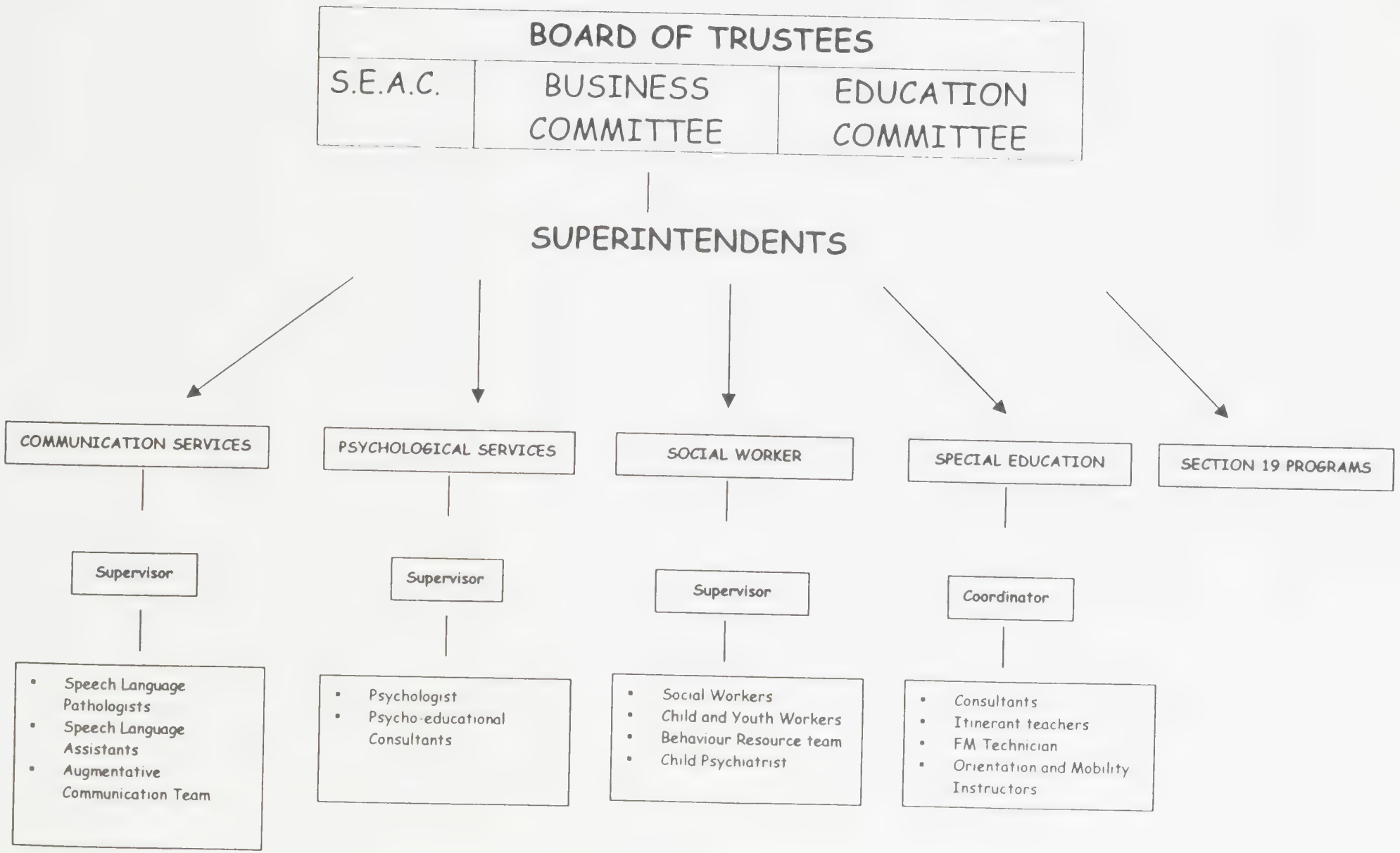
The accountability framework for the Hamilton-Wentworth District School Board is an interrelated structure designed to support students with special needs and their parents at both the school and board levels.



SCHOOL-BASED ACCOUNTABILITY FRAMEWORK



BOARD-WIDE ACCOUNTABILITY FRAMEWORK



THE SPECIAL EDUCATION PLAN

COMMUNICATION

The Parents' Guide (titled "A Guide to Special Education - for Parents and Pupils") provides a comprehensive overview of special education, Individual Education Plans, the IPRC process, the appeal process and avenues of assistance for parents. Schools will be expected to provide parents with a copy if it appears that their child might require special education support. In addition, parents are to receive a copy along with the notification of an initial IPRC.

Our Special Education Advisory Committee members are available to assist parents in matters related to special education programs and services.

The former county S.E.A.C. prepared a large poster advertising the role of S.E.A.C. Principals were requested to place the poster in a prominent location in the school.

At school and system meetings it is expected that school and support staff will discuss available programs and services. The parents will be provided a copy of the Parents Guide if it appears that their child might require special education support.

Upon request, special education consultants and coordinator staff will provide inservice to a variety of school and community groups. Inservice this year has given to:

- elementary and secondary principals
- elementary and secondary special education teachers
- S.E.A.C.
- Instructional Services Staff
- Representatives from preschool agencies
- Section 19 teachers
- Association of Agencies for Treatment and Development (AATD)
- McMaster University Occupational Therapy students
- parents of preschool children.

PROVISION OF TRANSPORTATION

Due to amalgamation, many issues related to transportation are still being finalized. A committee has been appointed to produce a board-wide transportation policy. In the meantime, the following practices are in place:

- Exceptional students attending a regular class program in their home/community school do not generally receive special education transportation.
- Most students attending special classes or special day school are transported to and from school at the Board's expense, with arrangements through the transportation department. These students are transported in either a regular school bus, 20-passenger, wheelchair-accessible vehicles, a mini-bus or a cab. In some cases, a student within the city may be provided with city bus tickets.
- Currently, students in the city gifted classes are generally not provided with transportation. Rather, parents make private arrangements. Once a decision is made on the location of the gifted classes for September, 1999, a decision regarding transportation for students in outlying areas will need to be made.
- For exceptional students in a secondary vocational program, students are either transported in a Board-arranged vehicle or given city bus tickets, depending on distance eligibility. Currently the distance eligibility figures from each of the previous boards applies to the students attending schools in each respective board.
- If a principal or a parent wishes special consideration for transportation outside of existing guidelines, the principal submits a request to the transportation manager who prepares the request for consideration by Executive Council who determines if the request will be granted.

THE SPECIAL EDUCATION PLAN

LINKS TO GOVERNMENT INITIATIVES

1. COMMUNICATION SERVICES

Preschool Speech and Language initiative (MOH District Health Councils)

In May of 1996, the provincial government announced annual funding to be provided to communities for preschool speech and language services. Their goal was "to ensure that every child who has a speech and language problem is assessed and appropriately treated before entering school". The Ministry of Health was to provide the lead for this initiative, but also to collaborate with the Ministry of Education and Training and Ministry of Community and Social Services.

In order to respond to this government initiative a large planning group of stakeholders met and designed a co-ordinated speech and language system for preschool children, their families and other caregivers. The Hamilton-Wentworth Region was granted $320,080 for the year ending February 28, 1999.

The co-ordination and administration of this system is the role of the Regional Co-ordinating Committee. Trustee Judith Bishop represents the Hamilton-Wentorth District School Board. Dianne Parr, Supervisor of Communication Services for the Hamilton-Wentworth District School Board, is also a member of this committee representing the Hamilton-Wentworth Speech and Language Interagency Council.

One of the eight elements to be addressed is the Transition to School. A Speech/Language Pathologist (0.4 FTE) was hired in the fall of 1998. Currently, the Speech/Language Pathologist is meeting with the service providers ie. St. Joseph's Hospital, St. Joseph's Community Health Centre, Hamilton Health Sciences, Hamilton-Wentworth District School Board and the Hamilton-Wentworth Catholic District School Board to develop a co-ordinated transition plan for children.

2. EARLY CHILDHOOD EDUCATION

Through active involvement in the Local Childcare Advisory Committee The Hamilton-Wentworth district School Board has provided support and ongoing input in the following initiatives:

- The Ontario Ministry of Community and Social Services - Making Services Work for People
- The Ontario Ministry of Health-Healthy Babies project.

3. PSYCHOLOGICAL SERVICES

In collaboration with the Social Work department, the Special Education department, and an inner-city school, the Psychological Services department is working with Human Resources Development Canada to design and evaluate an alternative education program for high-risk non-attending students.

4. SECTION 19

Currently Hamilton-Wentworth District School Board Section 19 programs are linked to those relevant MET initiatives which impact directly upon elementary and secondary program delivery. Current MET initiatives regarding special education, curriculum, assessment, evaluation, reporting, secondary school reform, etc. all impact upon Section 19 program delivery just as they do in mainline schools.

At the present time, there are no special linkages to other government initiatives.

5. SOCIAL WORK

Healthy Babies, Healthy Children programs and services are supporting many of our schools.

Grants have been submitted to and received from a number of government agencies to further support students including:

- Human Resources Canada (SALEP and Apollo)
- Ministry of Education Board Services.

6. SPECIAL EDUCATION SERVICES

Special education services regularly liaises with the following government facilities:

- W. Ross Macdonald
- Trillium Demonstration School
- E.C. Drury School for the Deaf
- Local medical facilities (McMaster Children's Hospital, Chedoke Hospital)

THE SPECIAL EDUCATION PLAN

LINKS TO LOCAL COMMUNITY INITIATIVES

1. COMMUNICATION SERVICES

Collaboration/Involvement with other local initiatives

n/a

Collaboration/Involvement with other agencies/associations

The collaboration and co-ordination of services to best meet student needs is an important element in the Hamilton-Wentworth Region. Speech/Language Pathologists in supervisory positions have formed an Interagency that meet monthly. Their purpose is to enhance integration and co-ordination of speech language pathology and audiology services for the population of the Hamilton-Wentworth region. Also, Speech/Language Pathologists working with school age children meet monthly for professional development. Agencies involved with the Hamilton-Wentworth District School Board is as follows:

- St. Joseph's Hospital
- St. Joseph's Community Health Centre
- Hamilton Health Sciences
- Community Care Access Centre
- Affiliated Services for Children and Youths
- Private Practice - Speech/Language Pathologists

2. PSYCHOLOGICAL SERVICES

Members of the Psychological Services department are involved in the following local initiatives:

- Hamilton-Wentworth Regional Police Youth Crime Committee
- Mohawk College Special Education Advisory Committee
- VON Palliative Care Committee

Regular liaison with the following agencies should also be noted:

- Brock University
- Canadian Cancer Society
- Centre for Studies of Children At Risk
- Chedoke-McMaster Hospital
- Children's Aid Society
- Hamilton-Wentworth Separate School Board
- John Howard Society
- McMaster University
- St. Joseph's Hospital

3. SECTION 19

At the present time the Hamilton-Wentworth District School Board Section 19 operation has an ongoing unique pilot program in partnership with Lynwood Hall Child & Family Centre to provide a "Section 19 Program without Walls". It is a fully integrated, "Day Treatment-Outreach Program" which takes regular Section 19 treatment and educational programming out to the child's home school. All the support arrangements that would prevail in an on-site classroom at Lynwood Hall are made available to the Outreach delivery team of Section 19 teacher and child and youth workers. This program is showing very encouraging results and arrangements will therefore be sought with MET to develop it even further. It is in many ways a provincial "lighthouse program" that has great promise to become extremely valuable in other communities. Further MET support for development and refinement will be essential for 1999-2000.

In addition to the above local initiatives, the Hamilton-Wentworth District School Board Section 19 staff and some trustees are actively exploring with the Hamilton-Wentworth Public Health Department the feasibility of establishing new Section 19 partnerships to specifically address the needs of teen age mothers for infant care on site where they (the mothers) can also continue to get their education. Hard data confirms that if a teen mother becomes pregnant within 18 months of her first delivery it becomes almost certain she will not complete further education and will conversely become entrapped in a social services support dependency syndrome. The human, financial and societal costs of the latter are enormous and are many times greater that the cost of providing adequate educational opportunities for this growing population at the critical first post delivery period.

Initial discussions of a third local initiative have just begun with Hamilton East Community Services Corp. to explore the possibility of the Hamilton-Wentworth District School Board providing a Section 19 classroom in a community based group home which would be used as a primary learning needs assessment centre for short term clientele who would then go on to other settings for academic/treatment program delivery. The shift of the Section 19 focus to assessment as a precursor to placement elsewhere for appropriate educational/treatment/other programming would be a unique shift in direction under Section 19 and will need detailed rationale and exploration with MET. A pilot program of this nature would be the goal for 1999-2000 with appropriate evaluation of same at specified points in time and at the end of the 1999-2000 academic year.

Further, opportunities for co-operative experiences in education are currently being explored at the Hatts Off - Farm site, one of the Section 19 treatment programs. Students continue to pursue academic credits for a portion of the day while involved in job placements in community settings.

Other initiatives are also in the early stages of discussion but are not developed enough to list here.

4. SOCIAL WORK SERVICES

There are numerous links to community initiatives. They include:

- Big Brothers: Mentoring and Promise Scholarships Program
- Women's Shelters and Community Child Abuse Council programs and services to reduce child abuse and family violence
- Public Health: School Board/Health Linkages
- ACTION Committee (many partners)
- Groups for children
- Child & Adolescent Consultations to schools
- Sexual Abuse Network
- Bereavement Network
- Suicide Prevention Council
- Canadian Centre for Children At Risk Centre
- Hamilton Health Sciences Corporation - Peer Mediation
- Community Action Program for Children
- John Howard Society: CHOICES

- CAS & CCAS: Risk Assessment
- Flamborough Information Services & Martha House - dating violence project
- Brock University (Hamilton Campus) yearly inservice training for teacher candidates

5. SPECIAL EDUCATION SERVICES

Collaboration/Involvement for specific students:

- Association of Agencies for Treatment and Development
- Canadian National Institute for the Blind
- Catholic Children's Aid Society
- Children's Aid Society
- Children's Development and Rehabilitation Program (Chedoke Hospital)
- Community Care Access Centre
- Local medical professionals and agencies
- Other School Boards
- Parent support and advocacy group
- Technical Access Clinic (Chedoke Hospital)

Other Collaboration/Involvement:

Special Education Coordinator is a member of:

- Disability Services Advisory Committee - External at Mohawk College
- Early Intervention Project Community Advisory Council
- Educational Assistant Program Advisory Committee at Mohawk College

NOTE: Many staff in the Hamilton-Wentworth District School Board are instructors for additional qualification courses at Brock University, St. Catharines.

THE SPECIAL EDUCATION PLAN

INVOLVEMENT OF OTHER MINISTRIES/AGENCIES

1. COMMUNITY CARE ACCESS CENTRE (CCAC)

The School Health Support Services Plan comes under the CCAC umbrella. CCAC also provides health services in the home.

Services available are nursing, Occupational Therapist, Physiotherapist, Social Work, health support workers, speech (issues as a result of a health problem, e.g., rehabilitation after a stroke.) These services are available to persons of <u>all</u> ages. CCAC also provides drug coverage while on the program. Equipment may also be supplied; CCAC will provide up to two pieces of equipment for a maximum of two months.

Dressing supplies are also provided. All placements in long-term care facilities are arranged by CCAC.

Examples of home services:

1. A student who requires orthopedic surgery may need services at home such as specialized equipment, nursing and post-operative physiotherapy.
2. A child whose functional ability is well below average and whose needs are causing stress for the family may qualify for the assistance of a nurse or health support worker.

School staff can call the case manager for their school to request that a student be assessed for service at home. Case Managers will also provide families with information about all community services available.

2. EARLY CHILDHOOD EDUCATION

Involvement with Ministry and Community Agencies are essential components to the Early Identification School Entry Process for student with special needs. Ongoing planning and coordination occurs to facilitate a smooth transition from pre-school.

- St. Joseph's Community Health Centre
- Chedoke Child and Family Centre
- Community Care Access Centre
- Early Childhood Integration Support Services

- Hamilton Association for Community Living
- Hamilton Health Sciences Corporation (Children's Development and Rehabilitation Program)

The Hamilton-Wentworth District School Board also has links to the following agencies:

- Umbrella Family and Child Centres of Hamilton
- Affiliated Services for Children and Youths
- The Ontario Association for Child Care in Education
- The Association of Early Childhood Educators: Hamilton Branch

3. SECTION 19

Under the New Funding Model, the new grant legislation for Section 19 is defined in Regulation 287-98. The Education Act allows for Ministry of Education funding to Boards of Education where they deliver educational programs in specified settings. The settings defined in Reg. 287-98 Section 19 (1) involve community agencies/organizations which must operate under one of several defined pieces of provincial legislation.

These defined Acts are:

- The Charitable Institutions Act
- The Child and Family Services Act
- The Homes for Retarded Persons Act
- The Homes for Special Care Act
- The Public Hospitals Act
- The Nursing Home Act
- The Ministry of Correctional Services Act
- The Young Offenders Act.

Psychiatric facilities are also listed, so by implication, the Mental Health Act is also operative here. The HWDSB operates Section 19 programs in concert with several community partners who operate under one of the above pieces of legislation. Not all of the above Acts are represented in our partnerships. The primary associated legislation for the HWDSB Section 19 programs are:

- Child and Family Services Act
- Young Offenders Act
- The Public Hospital Act

In addition to these legally mandated linkages for co-delivery partnerships with community agencies/organizations, the HWDSB Section 19 program has communications linkage with other community stakeholders such as the Children's Aid Societies, Regional Social Services, the Public Library Systems, the local Basic Education Association, the local Literacy Council, Public Health, etc.

SPECIAL EDUCATION RESOURCES

FURNITURE & EQUIPMENT

Construction of specialized furniture/equipment (including desks and step stools) is regularly undertaken for students within the Hamilton-Wentworth District School Board. Purchase of specialized equipment (including Garavanta stair-traks) is regularly undertaken on an as needed basis.

Cost recovery is made for construction or purchases if outside source of revenue/funding is available.

CAPITAL IMPROVEMENTS

During the Stub Budget year (January 1, 1998 to August 31, 1998), the Plant Services Department of The Hamilton-Wentworth District School Board completed its first strategically planned barrier-free accessible upgrade plan known as the Barrier-Free Accessible Accommodation Plan for Mountain Elementary Schools (within the City of Hamilton) in addition to elevator projects undertaken in two (2) secondary schools.

Work completed within this period included:

Barrier -Free Accessible Accommodation Renovation (ramp, universal accessible washroom & stage lift)	@ Cardinal Heights Elementary School
Barrier-Free Accessible Accommodation Renovation (universal accessible washroom)	@ Fernwood Park Elementary School
Barrier-Free Accessible Accommodation Renovation (ramp, universal accessible washroom & stage lift)	@ Ridgemount Elementary School
Barrier-Free Accessible Accommodation Renovation (universal access washroom & stage lift)	@ Sherwood Heights Elementary School
Barrier-Free Accessible Accommodation Renovation (universal access washroom)	@ Seneca Elementary School
Modernization and Barrier-Free Upgrade of Existing Passenger Elevator (Phase I of II)	@ Westdale Secondary School
Installation of New Barrier-Free Passenger Elevator (Phase I of II)	@ Westmount Secondary School

CAPITAL IMPROVEMENTS

During the Budget year (September 1, 1998 to August 31, 1999), the Plant Services Department has planned the following work:

Modernization and Barrier-Free Upgrade of Existing Passenger Elevator (Phase II of II)	@ Westdale Secondary School
Installation of New Barrier-Free Passenger Elevator (Phase II of II)	@ Westmount Secondary School
Installation of Barrier-Free Access Ramp @ S/E Entrance	@ Eastmount Park Elementary School
Barrier-Free Modifications for Glenwood Program (Universal access washrooms)	@ Fairview Elementary School
Barrier-Free Modification (Elevator, stair lifts, universal access washroom & ramps)	@ Barton Secondary School
Barrier-Free Modification (Universal access washrooms)	@ Hill Park Secondary Schools

All fixed equipment needed to complete the aforementioned projects was included within the scope of work for each project.

LONG TERM "STRATEGIC" PLAN

The Accessibility "Pathways" Committee first met on October 21, 1998 with the mandate to "identify the school facilities within the Hamilton-Wentworth District School Board that meet the needs of physically disabled students" and "determine a **pathway** of schools with a JK to grade 5(or 6) school, a middle school (grade 6 or 7 & 8) and finally a secondary school. A pathway for each of the six (6) cluster areas (since changed to eight (8) Education Accommodation Study Areas/Zones) of the school board should be developed".

The report of the Accessibility "Pathways" Committee presented to the Special Education Advisory Committee (SEAC) held on March 24, 1999 included:

- the DRAFT of a proposed policy entitled Accessibility (Barrier-Free) Pathways Policy
- the DRAFT of a proposed spreadsheet entitled Preliminary "Pathways" - Revision 5

The report is based upon the use of a large number of congregated sites that would be renovated to provide barrier-free accessible accommodation for the physically challenged to create identifiable "pathways" of educational facilities to meet the needs of students and staff who require specialized facilities support services. The level of service proposed has been identified as dependent barrier-free for the physically challenged. Within this definition, it is agreed that a minimal amount of assistance will be provided by other students and staff within the school. The types of renovations to be completed include the installation of elevators, stage lifts, stair lifts, automatic door openers, universal access washrooms (equipped with change tables), entrance/exit ramps, drinking fountains, stairway/handrail modifications and appropriate signage. The renovations would not include full changes of the existing interior door hardware (from knobs to latches).

The educational facilities identified included:

- 17 of 71 (24%) JK to grade 5 (or 6) schools
- 8 of 18 (44%) grade 6 or 7 & 8 schools
- 10 of 27 (37%) JK to grade 8 schools

- 35 of 116 (30%) elementary schools

- 12 of 18 (67%) secondary schools

- 47 of 134 (35%) all schools

A minimum of thirty (30) pathways were shown on the spreadsheet in the report presented by the "Pathways" Committee.

Overall, approximately forty-four per-cent (44%) of all student accommodation spaces were proposed to be made barrier-free accessible for the physically challenged through this report.

The budget to complete the modifications necessary at the identified school facilities listed on the DRAFT-Preliminary "Pathways" - Revision 5 is estimated to be $5,300,000.00.

The major portion of the work proposed in the report will be completed as specific barrier-free accessible renovations at the identified facilities is estimated to cost $3,900,000.00.

The minor portion of the work proposed in the report will be completed as general capital renovations, renovations that will include the barrier-free accessible renovations within the overall scope of work, at the identified facilities is estimated to cost $1,400,000.00.

The timeframe planned for the completion of the renovations needed to accomplish the plan that was presented in the report will span eight (8) years from 1999 to 2007.

In comparison, the budget extend the report and complete the modifications necessary to make all school facilities in the Hamilton-Wentworth District School Board barrier-free accessible for the physically challenged, thereby providing universal access, is estimated to total $15,000,000.00.

APPENDIX I

SPECIAL EDUCATION ADVISORY COMMITTEE REFERENCE MANUAL

DRAFT

SPECIAL EDUCATION ADVISORY COMMITTEE

REFERENCE MANUAL *

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

* Supplemental document to the Provincial
Handbook for Members of Special Education Advisory Committees

FALL 1998

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INTRODUCTION

The following pages reflect the sections of The Education Act (Revised Statutes of Ontario, 1990) that refer directly to Special Education Advisory Committees. They are presented in this document to allow the members of the Special Education Advisory Committee, The Hamilton-Wentworth District School Board and the public to have full understanding of the rights and responsibilities of the Special Education Advisory Committee.

Provision of Special Education Programs and Services

Section 170(7) of the Education Act R.S.O. 1990 states that:

Every Board shall provide or enter into an agreement with another Board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils in the English language or, where the pupil is enrolled in a school or class established under Part XII, the French language, as the case may be. 170(7)

The Hamilton-Wentworth District School Board maintains a steady interest in, and provides for, the education of students under its jurisdiction who may in any way be considered exceptional.

SPECIAL EDUCATION ADVISORY COMMITTEE
HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
TERMS OF REFERENCE

Ontario Regulation 464/97 made under the Education Act

NAME: The name of the committee shall be The Hamilton-Wentworth District School Board Special Education Advisory Committee.

MANDATE: The mandate of the Special Education Advisory Committee of the Board is to make recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services.

COMPOSITION:

The Special Education Advisory Committee shall consist of:

a) one representative from no more than twelve local associations. Local association is defined as an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults;
b) one alternate for each representative to sit at the table;
c) three trustees appointed by the Board;
d) up to eight additional members. Additional members are defined as members who represent an organization which furthers the interests and well-being of one or more groups of exceptional children or adults and who are neither representative of a local association or members of the Board or another committee of the Board.

The composition of the SEAC membership shall reflect the range of exceptionalities within the Hamilton-Wentworth District School Board.

Qualifications:

A member of SEAC must be a Canadian citizen, 18 years of age or older, a resident within the area of jurisdiction of the Board and a public school board elector.

A person is not qualified to be a member of SEAC if he/she is employed by the Board.

TERMS OF OFFICE:

The members of the Committee shall hold office during the period of time for which the Board of Trustees holds office.
The Board may fill vacancies for the remainder of the term of the vacancy.
Until the vacancy is filled, the alternate shall act in the member's place.

RESPONSIBILITIES OF COMMITTEE MEMBERS

Each member is expected to

1. respond to the needs of all exceptional students under the jurisdiction of the Board;
2. respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases;
3. acquire and maintain a working knowledge of the special education programs and services provided by the Board,

4. present to the Committee the interests, concerns and suggestions of the association which he/she represents, regarding the programs or services of the Board;
5. suggest items of concern for inclusion on the agenda;
6. suggest appropriate educational topics for discussion;
7. make motions for debate and decision;
8. keep the local association which he/she represents informed of the proceedings of the Committee;
9. be available as an informed and knowledgeable resource to the parents of exceptional children This could include providing information on the special education programs, services and procedures of the Board including in particular the Identification, Placement and Review procedures and appeals;
10. be available as an informed and knowledgeable resource for the schools and the community;
11. attend meetings on a regular basis, or to inform the alternate and the SEAC chair or SEAC secretary when he/she cannot attend the meeting. When so informed, it is the responsibility of the alternate to attend the meeting and act in the member's place.

COMMITTEE MEETINGS

Quorum

A quorum is defined as the majority of the members of the Committee.

Meeting Dates/Times

Meetings shall be held once monthly, except July and August.
Meetings shall commence at 7.15 pm and end at 9:15 pm. Extensions may be made by a majority vote.

Rules of Order

The appropriate rules of the Board shall govern the order and conduct of the meeting of the Committee

Election of the Chair/Vice-Chair

At the first meeting of the Committee following the Board's initial meeting, the members shall elect one of their members as chair and one of their members as vice-chair for a one-year term. The vice-chair shall act as the chair in the chair's absence

Voting

Every member present at a meeting, or his/her alternate when attending the meeting in place of the member, shall have one vote
The chair may vote with the membership
In the case of a tie vote, the motion shall be lost

DUTIES OF THE BOARD

1) The Board shall make available to the SEAC personnel and facilities necessary for the proper functioning of the committee
2) The Board shall provide the members of SEAC and their alternates with timely information and orientation regarding

(a) the role of SEAC and the Board in relation to special education,
(b) Ministry and Board policies and Board decisions relating to special education.

3) Prior to making a decision on a recommendation made by SEAC, the Board shall provide an opportunity for SEAC to be heard by the Board or any other committee of the Board to which the recommendation is referred.
4) SEAC shall have the opportunity to participate in the Board's annual review of the special education plan.
5) SEAC shall be provided with the opportunity to participate in the annual budget process as it relates to special education.
6) SEAC shall be provided with the opportunity to review the financial statements of the Board that relate to special education.

[Note: Revisions to the clause re Election of the Chair/Vice-Chair were approved at the February 11, 1999 Regular Board Meeting.]

THE MEETING AGENDA

The agenda is the responsibility of the chair, with assistance as necessary from the administrators. All members have the right to suggest items for the agenda.

The agenda should be prepared well in advance of the meeting; copies should be in the hands of the members before the meeting begins.

Agendas should include:

1. Items of current importance, relevant information and topics for study or discussion dealing with special education, including the annual review of the Special Education plan, as mandated by the Ministry of Education and Training;
2. Reports from trustee members concerning current or projected board activities and, in particular, information concerning proposed changes which might affect special education programs and services;
3. Reports from members representing the local associations including association concerns and suggestions, in addition to information about conferences and meetings;
4. Reports from administrators providing new or updated information on special education matters;
5. Discussion of priority items established by the committee on an annual basis;
6. Any other matters of importance to the members relating to the mandate of the committee.

Meeting Attendance by S.E.A.C. Members:

- S.E.A.C. members are expected to attend all meetings. It is the S.E.A.C. member's responsibility to contact the alternate to attend the meeting in his/her place.
- It is responsibility of a S.E.A.C. member to inform the Minute Room that he/she will be absent and that an alternate will attend (if possible). As much notice as possible should be given to the Minute Room. A representative will lose his/her seat as a member of S.E.A.C. if he/she is absent from three consecutive regular meetings without authorization by resolution.

ANNUAL REVIEW OF THE SPECIAL EDUCATION PLAN

Each school board in the province of Ontario must submit an annual review of its special education plan, which provides information about delivery of programs and services to the exceptional students resident with the Board. The Ministry of Education and Training sets the parameters of the annual review, which may include student population, personnel, program design and modification, accommodation, transportation policies and practices, and other special needs as identified.

Every board shall ensure that the special education plan of the board is reviewed annually by the board and that the review is completed prior to the 15th day of May in each year. Reg. 306(1)(3).

Every board shall ensure that its special education plan provides for the enrollment and placement of each person under the age of twenty-one years who is qualified to be a resident pupil of the board and who resides or is lodged within the area or jurisdiction of the board... Reg. 306(5)(1).

DOCUMENTS

Ministry of Education and Training Documents

The Ministry of Education and Training produces documents that pertain to special education programs and services. If you wish to review the document(s), please contact the Special Education Department.

1. The Education Act (Revised Statutes of Ontario. 1990) and **Revised Regulations of Ontario.(1990).** The sectors of the Act and the Regulations which have particular relevance to special education are as follows:
2. Special Education Monographs.
3. Ministry Memoranda. These are periodically issued to schools boards. Committee members should be informed and given an overview of memoranda which pertain to special education programs and services. The Ministry's **Responses to the Board's Review of the Special Education Plan** should be available to Committee members for use during the annual review process.
4. Regulation 181 (Identification and Placement of Exceptional Pupils)
5. The New Ontario Curriculum. K-8.
6. **Note**: The Ministry of Education and Training has a number of publications which are currently being revised. These include, but are not limited to:
   - SEAC Handbook
   - Definitions of Exceptionalities

Board of Education Documents

1. Annual Reviews of Special Education Programs and Services for:
   - The Board of Education for the City of Hamilton
   - The Wentworth County Board of Education
2. Parents' Guide
3. Reports from particular departments of committees which may pertain to special education (e.g.,transportation, accommodation).
4. Other documents and information which may be available through the supervisory officers, supervisors, or consultants of the Board.

SPECIAL EDUCATION ADVISORY COMMITTEE
1999 MEMBERSHIP

B. Shepard - SEAC Chair
V. Wylson-Sher - SEAC Vice-Chair

Elected Officials of the Board
Trustees Bishop, Judith
Mulholland, Ray
[Chair of the Board]

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children
Shepard, Beverly
H: 648-2853
Kappheim, Arlene [Alternate]
H: 385-3839

Autism Society Ontario Hamilton-Wentworth Chapter
Wylson-Sher, Vicky
H: 648-4266
Simms-Obidi, Teresa [Alternate]
H: 545-9643

Canadian National Institute for the Blind (CNIB)
Peters, Robert
H/B: 560-6051

Children and Adults w/ Attention Deficit Disorders [ChADD]
Vidic, Carmela
H: 573-9305

CHOICES – Supporting People with Developmental Disabilities
Bushey, Hal
H: 689-7240

Down Syndrome Association of Hamilton
Pupols, Beverley
H: 574-2716
Innes, Lisa [Alternate]
H: 527-8455

Hamilton Association for Community Living
Shields, Bryan
B: 528-0281 H: 385-1485

Tourette Syndrome Foundation of Canada, Hamilton Region Chapter
Shackell, Catherine
B: 523-6760 H: 628-0623

Hamilton and District Easter Seals Parent Delegate Group
Kerr Jaskiewicz, Vicky
H: 383-6743

Learning Disabilities Association of Hamilton-Wentworth
Bucsis, David
H: 383-0640
Parker, Tom [Alternate]
B: 5231332 or
548-7200 Ext. 3134

Ontario Assoc. for Families of Children w/ Communication Disorders
[Vacant]

VOICE - for hearing impaired children
Stupple, Dave
H: 659-7547

ADDITIONAL MEMBERS OF SEAC

Hamilton District Society for Disabled Children
Dalziel, Nalda
B: 385-5391 or 521-2100 Ext. 7416
H: 522-5413
Matson, Mark [Alternate]
B: 648-4422
H: 389-6747

Hamilton-Wentworth Community Care Access Centre
Nabuurs, Bernadine
B: 523-8600 Ext. 2150
MacKinnon, Barbara [Alternate]
B: 523-8600 Ext. 3609
H: 627-7775

Hamilton & Wentworth Councils of Home and School Associations
Andersen, Sue
H: 387-4182
Jackson, Kathi [Alternate]
H: 304-7878

Ontario Psychological Association
[Vacant]

The Children's Aid Society of Hamilton-Wentworth
Vlahovich, Charlotte
B: 522-1121 Ext 241 H: 577-0222

LIST OF TRUSTEES
1998 - 1999
FAX:521-2544

Hamilton Wards 1 & 2
Judith Bishop 528-7740

Hamilton Ward 3
Eleanor Johnstone 545-9081

Hamilton Ward 4
Ray Mulholland 547-2237

Hamilton Ward 5
Canon Joseph Rogers 546-6176

Hamilton Ward 6
Laura Peddle 574-2534

Hamilton Ward 7
Lillian Orban 573-8181

Hamilton Ward 8
Wesley Hicks 383-2222

Ancaster/Glanbrook
Bruce Wallace 648-4910

Dundas
Heather Bullock 628-4720

Flamborough
Reg Woodworth ..... (519)647-3397

Stoney Creek
Janice Dewar 578-7753

ACRONYMS

A.D.D. ..... Attention Deficit Disorder

A.D.H.D. ..... Attention Deficit Hyperactivity Disorder

C.A.P. ..... Central Auditory Processing

C.C.A.C. ..... Community Care Access Centre

D.D. ..... Developmentally Delayed

E.S.L. ..... English as a Second Language

E.A. ..... Educational Assistant

G.L.D. ..... General Learning Disability

I.E.C. ..... Industry Education Council

I.E.P. ..... Individual Education Plan

I.P.R.C. ..... Identification, Placement and Review Committee

I.S.A. ..... Intensive Support Amount

L.R.T. ..... Learning Resource Teachers

M.E.T. ..... Ministry of Education and Training

M.C.S.S. ..... Ministry of Community and Social Services

M.I.D. ..... Mild Intellectual Disability

O.S.R. ..... Ontario Student Record

O.T. ..... Occupational Therapist

P.A.A.C. on S.E.A.C. ..... Parent Association Advisory Committee

P.D.D. ..... Pervasive Developmental Delay

P.T. ..... Physiotherapist

S.E.A.C. ..... Special Education Advisory Committee

S.E.P.P.A. ..... Special Education Per Pupil Amount

S.L.D. ..... Specific Learning Disability

S.L.P. ..... Speech Language Pathologist

APPENDIX II

PARENTS' GUIDE

THE HAMILTON-WENTWORTH DISTRICT
SCHOOL BOARD
100 Main Street West
Hamilton, Ontario
L8N 3L1
(905) 527-5092
Website www.hwdsb.on.ca

A GUIDE TO SPECIAL EDUCATION

For Parents And Pupils

May, 1999

The Education Act requires that school boards provide special education programs and services for their exceptional pupils. These services may on occasion be purchased from another Board. The Guide to Special Education will provide you with information about the Identification, Placement, and Review Committee (IPRC) and set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement and appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the board contact(s) listed below:

Hamilton-Wentworth District School Board
(905) 527-5092
School Contact(s) _____

_____

Notes:

1. If you wish to receive this Guide to Special Education in braille, large print or audio cassette format, please contact the Board at the address or telephone number shown on this guide.
2. When used in this guide, the word "parent" includes "guardian".

Special Education Programs and Services

The Board receives special education funding from the Ministry of Education and Training. The Board determines the programs and services that will be provided for both exceptional and non-exceptional students.

What is a Special Education Program?

A special education program is defined in the Education Act as an education program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called on Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional student.

What are Special Education Services?

Special Education Services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a Special Education program.
The Hamilton-Wentworth District School Board has a range of services provided by:

- Resource Teachers/Learning Resource Teachers
- Learning Centre Teachers
- Special Class Teachers
- Classroom Teachers
- Itinerant teachers for blind and deaf students
- Educational Assistants
- Principals/Vice Principals
- Special Education Consultants
- Special Education Coordinator
- Speech and Language Pathologists
- Social Workers
- Psychologists
- Psychoeducational Consultants
- Superintendents
- Trained Volunteers

School Health Support Services:

Students who need a specialized health service at school such as occupational therapy, physiotherapy, nutritional counselling, speech therapy or nursing may be referred to the School Health Support Services Program administered by The Hamilton-Wentworth Community Care Access Centre.

Individual Education Plan

A student who needs modifications to the academic and/or behavioural expectations for his/her grade level may have an Individual Education Plan (IEP) written even without a formal identification as an exceptional student. The plan is based on a student's strengths and needs It will outline long-term and short- term goals as well as the strategies, resources and special equipment that may be required to help him/her be successful. It is important that IEPs are developed in consultation with parents The report card marks will be based on the student's progress according to his/her IEP.

Once your child has been identified as exceptional an IEP must be completed and will include:

- specific learning expectations for your child;
- an outline of the special education program and services that will be used;

- a statement about the methods by which your child's progress will be reviewed;
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post secondary school activities, such as work, further education, and community living.

If your child has been identified as exceptional, an IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

Identification, Placement and Review Committees

What is the role of the IPRC?
The initial IPRC will:

- discuss your child's strengths and needs
- decide whether or not your child should be identified as exceptional
- identify the area(s) of your child's exceptionality according to the categories and definitions of exceptionality provided by the Ministry of Education and Training
- decide an appropriate placement for your child
- give the reason(s) for placement if a special education class is recommended.

Who is identified as an exceptional student?
The Education Act defines an exceptional pupil as "a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training. A copy of the pertinent criteria will be provided to you concerning your child's possible area(s) of exceptionality(ies).

What placement decision will be made at an IPRC?
Placement decisions that can be determined by the IPRC are:

- regular class, with modifications
- special class
- special day school.

How is an IPRC meeting requested?
The parent may make a written request to the principal for an IPRC and the principal must initiate one;
or
the principal may, with written notice to you as parent, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must inform you of approximately when the IPRC will meet and provide a copy of this parents' guide.

May parents attend the IPRC meeting?
Regulation 181/98 entitles parents and pupils 16 years of age or older:

- to be present at and participate in all committee discussions; and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the principal of your child's school
- other resource people such as your child's teacher, special education staff, board support personnel, or the representative of an agency, who may provide further information or clarification
- your representative - that is, a person who may support you or speak on behalf of you or your child
- an interpreter, if one is required. (You can request the services of an interpreter through the principal of your child's school.)

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC, through the school, will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend. Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received from the school personnel.

What happens at an IPRC meeting?

- The chair or a school team member will introduce everyone.
- The chair will explain the purpose of the meeting.
- The IPRC will review all available information about your child.

The IPRC members will consider:

- an educational assessment of your child;
- subject to the provisions of the Health Care Consent Act, 1996, a health and/or psychological assessment of your child conducted by a qualified practitioner if the IPRC members feel that such an assessment is required to make a correct identification or placement decision;
- interviewing your child, with your consent if your child is less than 16 years of age, if the IPRC members deem that it would be useful to do so;
- any information that you submit about your child or that your child submits if he or she is 16 years of age or older.

Following the sharing of information, the committee:

- may discuss any proposal that has been made about a special education program or special education services for your child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older; and
- will encourage you to ask questions and join in the discussion.

After all the information has been presented and considered, the committee will make its decision on identification and placement.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be <u>consistent with your preference</u>,

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs <u>and</u> that such a decision is consistent with your preference, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reason(s) for that decision in its written statement of decision.

What will the IPRC's written Statement of Decision include?

The IPRC's Statement of Decision indicates:

- whether the IPRC has identified your child as exceptional. If so, the Statement of Decision states the category(ies) of exceptionality(ies) defined by the Ministry of Education and Training;
- the IPRC's placement decision (regular class, special class or special day school);
- where the IPRC has decided that your child should be placed in a special education class, or special day school, the reason(s) for that decision.

What happens after the IPRC has made its decision?

If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The Statement of Decision may be signed at the IPRC meeting or taken home and returned to the school.

If you do not agree with either the identification or placement decision made by the IPRC, you may request within 15 days of receiving the decision that the IPRC hold a second meeting to discuss your concerns. If you still do not agree after the second meeting, an informal mediation process is available to you prior to formally appealing the IPRC decision.

How do I appeal an IPRC decision?

If you do not agree with the IPRC decision, you may file a written notice of appeal with the Secretary of the Board within 30 days of the original decision or within 15 days of receiving the decision of a review meeting. Your notice of appeal must indicate the decision with which you disagree and must include a statement explaining why you disagree.

The appeal process involves the following steps.

The board will arrange for a special education appeal board to be established to hear your appeal.

The appeal board will be composed of three people: one member selected by the board; one member selected by the parent(s) of the pupil; and a chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair. The first two selections shall be made within 15 days of the board receiving notice of appeal. The chair shall be selected within 15 days of the first two members being chosen. Members of the appeal board may not have any prior knowledge of the matter under appeal.

The chair of the appeal board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within 30 days of his/her selection unless written consent is received from both the parents and the board agreeing to a later date

The chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.

The appeal board shall make its recommendation(s) in writing within 3 days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, make recommendations about the pupil's identification and/or placement and give reasons for its decision and recommendations. The Board shall provide written notice within 30 days indicating what action it will take after considering the appeal board's decision and recommendations.

Parents may accept the appeal board's decision, or, if they do not accept the appeal board's decision, they may file a written appeal for a Special Education Tribunal.

Review IPRC

Once a child has been placed in a special education program, will the placement be reviewed?

- Yes, a Review IPRC meeting is held each school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request in writing to the principal a Review IPRC meeting anytime after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to your child's current IEP.
- The IPRC will review the identification and placement decisions to decide whether they should be continued or whether a different decision should be made.

Support Groups

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children. The school team can direct you to the appropriate community organizations.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

This committee, made up of representatives of parent associations, trustees, and other related community agencies, advises the Board on issues of Special Education. The representatives advocate for special needs children regardless of their exceptionality and can be of assistance to all parents. SEAC welcomes parents to attend their meetings. A list of this year's S.E.A.C. members is enclosed as a supplement in this Guide.

PARENTS' RIGHTS OR DUTIES

You have the right to:

- request an IPRC in writing to the school principal
- attend the Initial and Review IPRC and bring your representative
- request a placement in a Regular class
- agree or disagree with the IPRC decision
- sign the statement of decision at the IPRC or, after consideration at home, return the statement of decision to the school as soon as possible
- request in writing a review of your child's identification and/or placement anytime after your child has been in the special education program for 3 months
- receive a copy of your child's IEP within 30 days after your child has been placed in the program
- appeal the IPRC decision
- request an application for School Health Support Services
- be consulted in the development of your child's IEP

APPENDIX III

GUIDELINES FOR THE IPRC PROCESS

revised January, 1999

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GUIDELINES FOR IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE MEETINGS (School and System)

- *The following pages outline the practices and procedures for school and system IPRCs. As revisions are made from time to time, schools will receive an updated copy.*
- *The term 'IPRC' throughout these guidelines refers to both Initial and Review IPRCs.*
- *Much of the information is a summary of the requirements as stated in Regulation 181 98: Identification and Placement of Exceptional Pupils.*
- *Regulation 181 replaces Regulation 305.*
- *In these guidelines, Regulation 181 requirements are referenced in [ ].*
- *For more in-depth information, please refer to the complete Regulation*

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Notification of Meeting

1 The term 'parent' includes 'guardian' [I (1)] The principal is to confirm legal guardianship of the pupil.

2 A *written* Notification of Meeting form must be given to the parent of the pupil and to the pupil, if the pupil is 16 years of age or older [I 5(5)]

3 The principal will determine the person(s) responsible for sending copy(ies) of the written Notification of Meeting form and for placing the original in the pupil's OSR.

4 This written Notification of Meeting form must be given at least 10 working days prior to the date of the IPRC [I 5(5)]

5 If the Notification of Meeting form is being sent by mail, it must be mailed at least 17 days prior to the IPRC [I 3(1),(2)]

6 The bottom section of the Notification of Meeting form is to be signed by the parent(s), returned to the school and attached to the OSR original.

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IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Establishment of Committees
Committee Procedures
(School and System)

1. Each Identification, Placement and Review Committee must have at least three members [II 11(1)].

2 One member must be.
a) a principal OR
b) a supervisory officer.

The principal or supervisory officer may designate a person to act in his or her place as a member of the IPRC without the approval of the board. The only people who can be designated to act in the place of a principal or a supervisory officer are another principal or supervisory officer. [II 11(3), (4)]

EXCEPTION Until Ministry clarification is received, if the principal is not available, s/he may designate a Vice-principal On the IPRC Statement of Decision form it must clearly state that the Vice-Principal is the Principal's Designate.

3 The principal of the school at which a pupil is enrolled
a) may on written notice to a parent of the pupil, and
b) shall at the written request of the parent of the pupil,
refer the pupil to an Identification, Placement and Review Committee [IV 14 (1a,b)].

4 Within 15 days of informing a parent in writing of the intent to hold an IPRC, the principal shall provide the parent with
a) a written statement of the (approximate) date of the IPRC,
b) a copy of the Parents' Guide (for an initial IPRC) [[IV 14 (6a,b,c)], and
c) a copy of the completed IPRC referral package.
Note In most cases, the written intent is provided by the Notification of Meeting form.

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5 Within 15 days of receiving a written request from a parent, the principal shall provide the parent with:
a) written acknowledgment of the request,
b) a written statement of the (approximate) date of the IPRC,
c) a copy of the Parents' Guide (for an initial IPRC) [IV 14 (7a,b,c)], and
d) a copy of the completed IPRC referral package.
Note. In most cases, the written statement of the date of the IPRC is provided by the Notification of Meeting form.

6. An IPRC shall obtain and consider an educational assessment of the pupil [IV 15(1)].

7. Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a health assessment of the pupil by a qualified medical practitioner if the committee determines that the assessment is required to enable it to make a correct identification or placement decision [IV 15(2)]

8 Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a psychological assessment of the pupil if the committee determines that the assessment is required to enable it to make a correct identification or placement decision [IV 15(3)].

9 Where the committee determines that it would be useful to do so and the pupil is less than 16 years of age, the committee shall, with the consent of a parent, interview the pupil. A parent of the pupil has a right to be present at the interview [IV 15(4),(5)].

10 The committee shall also consider any information about the pupil submitted to it by a parent of the pupil and, where the pupil is 16 years of age or older, the pupil [IV 15(6)]

11 The committee shall consider any information submitted to it that it considers relevant [IV 15(7)]

12 As soon as possible after the chair of the committee obtains any information relating to the pupil, the chair shall provide the information to
a) a parent of the pupil, and
b) the pupil, where the pupil is 16 years of age or older [IV 15(8a,b)].
NOTE 1 This does not apply to oral information submitted at the IPRC [IV 15(9)].
NOTE 2 The chair will provide the information through the school. The school is responsible for providing parents with a copy of the completed IPRC referral package prior to the IPRC.

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13 At the IPRC, the committee may
a) discuss any proposal for special education services or special education programs and SHALL do so at the request of a parent or a pupil who is 16 years of age or older, [IV 16(1)], and
b) make recommendations regarding special education programs and special education services [IV 16(2)]

14. The IPRC shall not make decisions about special education services or special education programs [IV 16(4)].

15. An IPRC may be held after a placement has been in effect for three months but may not be made more often than once in every three month period. [V;21(2)].

16 For a Review IPRC, the committee shall consider the pupil's progress with reference to the pupil's IEP, with written permission of a parent of the pupil [IV 23(2)].

17 A Review IPRC is to be held at least once in each school year unless a parent of the pupil gives a written notice dispensing with the Review IPRC to the principal of the school at which the special education program is being provided [IV 21(3),(4b)].
The principal is to ensure that the parent is aware of the right to a Review IPRC within each school year but that the parent may dispense with it if desired. If the parent wishes to dispense with a Review IPRC, the principal is to coordinate the completion of the written NOTICE TO DISPENSE WITH A REVIEW IPRC form. The original is to be placed in the OSR and one copy is to be sent to Special Education Services, Education Centre. If a parent wishes to dispense with the Review IPRC, the principal may still convene an IPRC. In either case, the Individual Education Plan (IEP) shall continue to be reviewed and updated on a regular basis, as outlined in the next section "Individual Education Plans".

revised January, 1999

draft

INDIVIDUAL EDUCATION PLANS

1 For each exceptional pupil, there must be an Individual Education Plan (IEP) [I 6(2)]

2 The IEP must include
a) specific educational expectations for the pupil;
b) an outline of the special education program and services to be received by the pupil; and
c) a statement of the methods by which the pupil's progress will be reviewed [I 6(3a,b,c)].

3. Where the pupil is 14 years of age or older, the IEP must also include a plan for transition to appropriate post-secondary school activities, such as work, further education and community living. This does not apply for a pupil identified as exceptional solely on the basis of giftedness [I 6(4) (5)]

4 In developing or reviewing/updating a plan for transition as outlined in #3, the principal shall consult with such community agencies and post-secondary educational institutions as s/he considers appropriate [I 6(7)]

5 In developing or reviewing/updating the IEP, the principal shall:
a) consult with the parent and, where the pupil is 16 years of age or older, the pupil; and
b) take into consideration any recommendations made by the committee regarding special education programs or special education services [I 6(6a,b); I 7(3a,b)].

6 Within 30 days of placement of the pupil in the special education program by an IPRC, the principal shall ensure
a) that the IEP is completed or reviewed/updated,
b) a transition plan is included where required,
c) a copy is sent to the parent and to the pupil who is 16 years of age or older; and
d) that the IEP is included in the pupil's OSR unless the parent objects in writing [I 6(8)]; [I 7(7a,b,c); I 8]

7 For more detailed information and a sample of both an IEP and Transition Plan, refer to the Ministry Individual Education Plan (IEP) Resource Guide 1998.

draft

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Identification and Placement Decisions
(School and System)

1 A parent and a pupil 16 years of age or older are entitled:
a) to be present at and participate in all IPRC discussions about the pupil; and
b) to be present when the IPRC's identification and placement decisions are made [I 5(1a,b)].

2. A parent and a pupil 16 years of age or older have the right to have a representative present at an IPRC for support [I 5(3)].

3 When making a placement decision, the IPRC shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,
a) would meet the pupil's needs; and
b) is consistent with parental preference [IV 17(1a,b)].

4 If, after considering all of the information that it considers relevant, the IPRC is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class [IV 17(2)]

PARENTS' GUIDE

1 A revised Parents' Guide is currently being developed.

2 In the meantime, schools are to use the existing Parents' Guide.

3 Copies of the Parents' Guide are to be kept at each school. A copy is to be sent home with each Initial IPRC Notification of Meeting form [IV 14(6a)].

4. Schools are also encouraged to give parents a copy during the process leading up to a possible IPRC.

draft

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE
Statement of Decision Form
(School and System)

1 The school team will complete Page 3 of the Statement of Decision form ("Statement of Strengths and Needs") prior to the IPRC.

2. The IPRC committee may make revisions to Page 3 ("Strengths/Interests" and "Needs/Strategies to Address Needs") to reflect information presented at the meeting.

3. Refer to pages 18-19 of the Individual Education Plan Resource Guide 1998 from the Ministry of Education and Training for sample wordings of need statements.

4. The chair will determine who will complete pages 1 and 2 of the Statement of Decision form as part of the IPRC deliberations.

5. The chair of the IPRC will ensure that the Statement of Decision form is completed accurately

6 As soon as possible after the IPRC, the original Statement of Decision form will be given to the principal to be filed in the pupil's OSR, with a copy to:
a) the parent(s),
b) the pupil, if 16 years of age or older, and
c) Special Education Services, c/o special education secretary at the Education Centre ([IV 18(1a,b,c,d),[V 23(3a,b,c,d)]

7 At a system IPRC, the special education consultant who chaired the meeting will take a copy of the Statement of Decision form with parent's signature OR the principal will obtain the parent's signature and send a copy of the Statement of Decision form to the IPRC chair.

8 Once a parent has signed to consent to a special class placement, the student will be placed in a special education class or on a waiting list

TRANSPORTATION REQUESTS

For those students who are eligible to receive transportation to and from a special class or special day school, it is the responsibility of the **sending** principal to make arrangements with the transportation department. A final decision regarding responsibility for requesting transportation will be made by June, 1999.

SCHOOL
IDENTIFICATION , PLACEMENT AND REVIEW COMMITTEE

(A) SCHOOL INITIAL IPRC

1. Purpose
   - To consider if a non-exceptional student meets board criteria to be identified as exceptional
   - To make a decision for special education placement if a student is deemed to be exceptional (The only placement decision at a school Initial IPRC is **REGULAR CLASS**.)

2. IPRC Membership (Regulation 181 stipulates at least 3 members)
   - Special Education consultant or coordinator.
   - at least 2 other board approved persons, as determined by school principal (one MUST be a Principal or a Supervisory Officer or designate).

Notes:
- At the school principal's discretion, external principal(s) may sit as IPRC member(s).
- The school's special education consultant is to be part of the process leading to the Initial IPRC.
- Schools will send the special education consultant the two-page IPRC Information Profile and the IPRC "Statement of Strengths and Needs" (page 3 of IPRC Statement of Decision form) prior to the initial IPRC

3. Location
   - Student's current school

(B) SCHOOL REVIEW IPRC (for exceptional students whose placement is REGULAR CLASS)

1 Purpose
   - To review at least annually the identification and placement for an exceptional student whose placement is REGULAR CLASS (The only placement decision at a school review IPRC is **REGULAR CLASS**)

2 IPRC Membership (Regulation 181 stipulates at least 3 members)
   - One principal OR a Supervisory Officer or designate.
   - At least 2 other board approved persons, as determined by school principal.

Notes
- At the school principal's discretion, external principal(s) may sit as IPRC member(s).
- If a student's identification is to be changed, the special education consultant must be an IPRC member.
- If the student is to be deemed non-exceptional, the special education consultant may be an IPRC member.

3. Location
   - Student's current school

draft

SYSTEM
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

A) SYSTEM INITIAL IPRC

1. Purpose

- To consider if a non-exceptional student meets board criteria to be identified as exceptional OR
  To review identification for an exceptional student.
- To make a decision for special education placement if a student is deemed to be exceptional

Note:

- Placement options for an initial system IPRC to consider for an exceptional student
  * Regular Class * Special Class * Special Day School

2. IPRC Membership (Regulation 181 stipulates at least 3 members)

- Special education consultant or coordinator (chair)
- A principal, supervisory officer or designate
- One of: special education consultant or coordinator, principal, supervisor of Communication Services or Psychological Services or Social Work Services

Notes

- A principal on a system IPRC cannot be the sending or potentially receiving principal
- Principals will be selected from a pool of volunteers
- Special education department will decide on the composition of the IPRC

3 Location

- Central site(s) to be determined by the special education department

B) SPECIAL CLASS REVIEW IPRC

1 Purpose

- To review at least annually the identification and placement for an exceptional student whose placement is SPECIAL CLASS or SPECIAL DAY SCHOOL

2 IPRC Membership (Regulation 181 stipulates at least 3 members)

- Refer to the accompanying chart

3. Location

- Refer to the accompanying chart.

draft

revised January, 1999

draft

IDENTIFICATION CRITERIA

1 The IPRC is to use the board approved interim criteria for identification to decide if a student meets criteria to be identified as an exceptional student.

2. A student may be identified in 2 discrete areas of exceptionality if the student meets the board approved interim criteria for each. This student is considered to have a DUAL exceptionality. Both exceptionalities are to be listed on the IPRC determination form. If one exceptionality is more significant than the second one, the more significant one will appear first and is the one which will be entered into the computer system.

3 Identification of a student as MULTIPLE is not be confused with a dual exceptionality. Refer to the Ministry definition and to the board's Interim criteria for MULTIPLE. If you have any questions about whether to identify a student as MULTIPLE, contact your special education consultant.

NOTE The board approved interim criteria for identification will be reviewed for possible revisions by May, 1999

IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE MEETINGS

TYPE	POSSIBLE IDENTIFICATION DECISION	POSSIBLE PLACEMENT/ PROGRAM DECISION	IPRC CHAIR	REQUIRED MEMBER (per Reg. 181)	OTHER POSSIBLE MEMBERS	SITE	ROLE OF CONSULTANT
SCHOOL INITIAL	Non exceptional	N/A	Any IPRC member	Pr/SO or designate	Pr/Cons Coor Sp ed T SO VP G	*School	Must be on IPRC
SCHOOL INITIAL	From non-exceptional to exceptional	Regular class	Any IPRC member	Pr/SO or designate	Pr Cons Coor Sp ed T SO VP G	*School	Must be on IPRC
SCHOOL REVIEW	No change of identification	Regular class	Any IPRC member	Pr /SO or designate	Pr Cons Coor Sp ed T SO VP G	*School	May be on IPRC
SCHOOL REVIEW	Change of identification	Regular class	Any IPRC member	Pr /SO or designate	Pr Cons Coor Sp ed T SO VP G	*School	Must be on IPRC
SCHOOL REVIEW	From exceptional to non exceptional	N/A	Any IPRC member	Pr/SO or designate	Pr Cons/Coor Sp ed T SO VP G	*School	May be on IPRC
SYSTEM INITIAL	Non-exceptional	N/A	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	From non-exceptional to exceptional	Reg class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor Pr/SO/Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	Change of identification	Reg Class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons Coor Pr SO Supervisor	**Central Site	Chair of IPRC
SYSTEM INITIAL	No change of identification	Reg class OR Sp class OR Special day school	Cons or Coor	Pr/ SO or designate	Cons/Coor/Pr SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	No change of placement or program	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/SO Sp ed T/Sup	*School	May be on IPRC
SPECIAL CLASS REVIEW	Change identification	No change of placement or program	Any IPRC member	Pr /SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Must be on IPRC
SPECIAL CLASS REVIEW	Change identification	Change to Regular class	Cons or Coor	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	Change to Regular class	Any IPRC member	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	May be on IPRC
SPECIAL CLASS REVIEW	From exceptional to non exceptional	Change to Regular class	Cons or Coor	Pr/SO or designate	Pr/Cons/Coor/SO/Sp ed T/Sup	*School	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	No change of placement Change of program	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	Change of identification	No change of placement Change of program	Cons or Coor	Pr /SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	No change of identification	Change from Sp class to Special day school Change from Special day school to Special class	Cons or Coor	Pr/SO or designate	Cons/Coor/Pr/SO/Supervisor	**Central Site	Chair of IPRC
SPECIAL CLASS REVIEW	Change of identification	Change from Special class to Special day school Change from Special day school to Special Class	Cons or Coor	Pr/SO or designate	Cons Coor Pr SO Supervisor	**Central Site	Chair of IPRC

KEYS:

Placement - Regular class, Special class, Special day school
Program - type of special class
Pr - Principal **Cons** - Special education consultant **Coor** - Special education coordinator **Sp ed T** - Special education teacher SO - Supervisory Officer VP - Vice principal
G - Guidance head (Secondary) **Sup/Supervisor** - Supervisor of Communication/Psychological/Social Work Services
* School sets schedule for IPRC(in conjunction with Special education consultant if member of IPRC)
** IPRC schedule and central site are organized by Special Education Services according to System IPRC dates, 3 copies of System IPRC referral to be sent to Special Education Services by deadline

DRAF

APPENDIX IV

CATEGORIES OF EXCEPTIONALITY AND DEFINITIONS

The revised categories of exceptionality and definitions will be presented to SEAC in May and then presented to the Board of Trustees in June. Once the Board has approved the revisions, a revised copy will be sent to the Ministry of Education and Training for inclusion in this section of the Special Education Plan.

iteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

BEHAVIOURAL EXCEPTIONALITIES - BEHAVIOURAL

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder characterized by specific behaviour problems over such period of time, and to such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of: a) the inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) the inability to learn which cannot be traced to intellectual, sensory or other health factors, or any combination thereof. An ability to learn but where behavioural or emotional responses lead to significant disruption in self-care, social relationships, classroom, school, or related functioning.	1. Recent psychological consultation or assessment which documents an ability to learn. 2. Evidence of the following which adversely affect educational performance and learning of student or others: ➢ difficulty with learning that is primarily due to severe and persistent behaviour problems. These behaviours may be significant acting out or withdrawn behaviours. and ➢ behaviours are evident in more than one setting.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

MULTIPLE EXCEPTIONALITIES - MULTIPLE

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A combination of learning or other disorders, impairments, or physical handicaps that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorder, impairments, or handicaps.	Student must meet criteria in at least 2 exceptionalities. The combination of significant needs are of such severity that they require a multi-faceted approach to meet the student's unique needs.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

PHYSICAL EXCEPTIONALITIES – BLIND AND VISUALLY IMPAIRED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e. limited vision, blind)	Evidence of the following which adversely affects educational performance: ➢ Partial or total impairment of vision as documented by a written medical diagnosis from an eye specialist.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

PHYSICAL EXCEPTIONALITIES – PHYSICAL

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
ORTHOPAEDIC AND/OR PHYSICAL HANDICAP A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.	Evidence of the following which adversely affects educational performance: ➢ ongoing physical and/or orthopedic condition which requires special assistance in learning situations as documented by a qualified medical practitioner.	

iteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES – DEVELOPMENTAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A severe learning disorder characterized by: (a) inability to profit from a special education program for the educable retarded because of slow intellectual development; (b) ability to profit from a special education program that is designed to accommodate slow intellectual development; and (c) limited potential for academic learning, independent social adjustment, and economic self-support	Evidence of the following which adversely affects educational performance: ➢ A moderate to severe delay in: ▪ all areas of cognitive functioning as documented by a psychological assessment (augmented by a language assessment where appropriate) and ▪ academic functioning as documented by standardized academic assessment and may be associated with ➢ delay in social and/or emotional functioning and/or ➢ delay in daily living skills functioning (as documented by a psychological assessment).	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES - GIFTED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.	WISC-III Full Scale I.Q. 140 (99.6th percentile) **OR** WISC-III Full Scale I.Q. 130 and above (98th percentile) or WISC-III Verbal I.Q. 135 (99th percentile) and above and Performance I.Q. 100 or WISC-III Performance I.Q. 135 (99th percentile) and above and Verbal I.Q. 100 and one of the following: Rating of language skills above grade level and math skills at or above grade level as documented by standardized academic assessment or Rating of math skills above grade level and language skills at or above grade level as documented by a standardized academic assessment.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – SPECIFIC LEARNING DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that: (a) is not primarily the result i impairment of vision; ii impairment of hearing, iii physical handicap, iv mental retardation, v primary emotional disturbance or vi cultural difference, and (b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of: i. receptive language (i.e. listening, reading); ii language processing (i.e. thinking, conceptualizing, integrating); iii expressive language (i.e. talking, spelling, writing); iv mathematical computations; and (c) may be associated with one or more conditions as diagnosed as: i. a perceptual behaviour; ii a brain injury; iii minimal brain dysfunction; iv dyslexia; or v developmental aphasia	Evidence of the following which adversely affect educational performance: 1. significant discrepancy between assessed intellectual ability and academic achievement, as documented by a psychological assessment. 2. significantly weak language skills, especially reading, writing, verbal reasoning, or linguistic awareness (i.e. awareness of grammatical and sound relationships) as documented by assessment and/or ➢ significantly weak mathematical computation and application skills and **may** be associated with ➢ perceptual/processing/memory deficits (i.e. understanding and using effectively what is seen or heard) and/or ➢ difficulty in concept information (i.e. understanding the relationship between ideas).	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – PERVASIVE DEVELOPMENTAL DISORDER/AUTISM

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A severe learning disorder that is characterized by: (a) disturbances in: i. rate of educational development; ii ability to relate to the environment; iii motility; iv perception, speech and language; and (b) lack of the representational-symbolic behaviour that precedes language.	1. Written medical diagnosis by a qualified practitioner. 2. Evidence of the following which adversely affect educational performance: ➢ social interaction impairment and/or ➢ communication impairments as documented by written Speech Language consultation or assessment and/or ➢ restricted and stereotyped patterns of behaviour, interests and activities, e.g. repetitive motor mannerisms or persistent preoccupation with parts of objects and/or ➢ ritualistic and compulsive behaviour	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES - LANGUAGE

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: (a) involve one or more of the form, content, and function of language in communication; and (b) include one or more of: i. language delay; ii dysfluency; and iii voice and articulation development, which may not be organically or functionally based.	Evidence of the following which adversely affect educational performance as documented by a Speech Language assessment: ➢ a moderate to severe impairment in expressive and/or receptive language functioning which may be accompanied by a speech disorder and which is not due to intellectual deficits and/or cultural difference.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

INTELLECTUAL EXCEPTIONALITIES – MILD INTELLECTUAL DISABILITY

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A learning disorder characterized by: (a) ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services; or (b) inability to profit educationally within a regular class because of slow intellectual development; and (c) potential for academic learning, independent social adjustment, and economic self-support	1. Evidence of the following which adversely affect educational performance: ➢ significant delay in: ▪ all areas of cognitive functioning as documented by psychological assessment and ▪ academic functioning as documented by standardized academic assessment. 2. There may be evidence of delay in: ➢ physical, social and/or emotional development ➢ daily living skills development 3. Evidence that there is not a moderate to severe delay in intellectual development.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES – DEAF AND HEARING IMPAIRED

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound (i.e. hard of hearing, deaf).	Evidence of the following which adversely affect educational performance, social and/or other activities: ➢ a significant chronic conductive or permanent hearing loss as documented by an audiologist and ➢ a delay or disorder in one or more communication skills, such as receptive/expressive language and articulation as documented by a Speech Language assessment or written consultation.	

Criteria were reviewed by members of S.E.A.C. for input on October 6, 1998. Criteria will be reviewed again by May 1999.

INTERIM

COMMUNICATION EXCEPTIONALITIES - SPEECH

MINISTRY DEFINITION	BOARD CRITERIA	PLACEMENT OPTIONS
A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.	Evidence of the following which adversely affect communication and learning: ➢ impairment in articulation, voice, and/or fluency which may significantly reduce social and/or emotional development as documented by Speech Language assessment and/or ➢ articulatory disorders resulting in severely unintelligible speech as documented by Speech Language assessment.	

APPENDIX V

ELEMENTARY AND SECONDARY SPECIAL CLASSES

SPECIAL EDUCATION CLASSES
1998-1999

ELEMENTARY

TYPE OF CLASS	DIVISION	# OF CLASSES
Assessment	Primary	1
Autistic	Primary	1
	Primary Junior	1
	Junior	1
	Intermediate	1
Behavioural	Primary	2
	Primary Junior	2
	Junior	4
	Intermediate	6
Communication(SLD/S&L)	Junior	12
Comprehensive	Primary Junior	5
	Junior Intermediate	3
	Intermediate	11
Developmental Disability	Primary	3
	Primary/Junior	3
	Junior	2
	Junior Intermediate	1
	Intermediate	2
General Learning Disability	Primary	2
	Junior	3
	Intermediate	3
Gifted	Junior	4
	Intermediate	10
Dead/Hard of Hearing	Pre School	2
	Primary Junior	2
	Intermediate	1
Multiple	Primary	1
	Primary/Junior	1
	Junior/Intermediate	1
	Intermediate	1
Physical	Primary	1
	Intermediate	1
Specific Learning Disability	Primary	4
	Primary Junior	5
	Junior	4
	Junior Intermediate	3
	Intermediate	8
Speech and Language	Primary	7

SPECIAL EDUCATION CLASSES
1998-1999

SECONDARY

TYPE OF CLASS	# OF CLASSES
Autistic	2
Comprehensive	6
Developmental Disability	8
Physical	1
Specific Learning Disability	1
Hearing Impaired	2

TYPE OF CLASS	# OF CLASSES
Developmental Disability	8

APPENDIX VI

ADMISSION AND DEMISSION CRITERIA

The admission and demission criteria for special classes are being developed by a committee representing several stakeholder groups. The criteria will be presented to SEAC in May and then presented to the Board of Trustees in June. Once the Board has approved the revisions, a revised copy will be sent to the Ministry of Education and Training for inclusion in this section of the Special Education Plan.

APPENDIX VII

PART 2 OF SPECIAL EDUCATION PLAN

- Questions
- Documentation

b) Educational Assistant Allocation and d) Intensive Support Amount (ISA) Claim Validations
ISA claim validation occurred on August 26 by two Ministry auditors. They offered very positive comments and constructive suggestions for our process. N. Harper is awaiting their written report.

N. Harper credited Sylvia Scarrow, Human Resources Officer, with doing a remarkable job working with Special Education staff to assign Educational Assistants to the system. Allocation of EAs will continue until all concerns have been considered.

c) Update on Barrier-Free Accessibility Plan
A committee is being formed to address this issue At this point, the committee includes a Special Education Consultant, several principals and staff from Plant Services.

e) Update on Report of Special Education Transition Committee
N. Harper advised that revisions are nearly complete to forward to Executive Council. The IPRC process is being addressed with the intent to have a process in place that is responsive to schools' needs. Some school health support services will be addressed through the Anaphalaxis Policy Committee.

f) Early Identification of Students
This spring, 59 JK/SK students were identified as needing some level of support. For many that meant students needed EA support. Since then, additional students have been identified. In conjunction with Lynn Howarth-McCue, Consultant, Early Childhood Education, the JK/SK process for 1999 will be reviewed for potential ISA submissions

D. Stupple questioned whether tying EA funding to ISA claims and Special Education funding was a positive step and might provide protection for EAs.

N. Harper responded there is a misperception that ISA claims equate to EA funding. She explained that ISA money is portion of the Special Education grant, part of which is to help support students (either one-on-one, EA support or other ways) In some ways (ISA) has helped to clarify the type of support offered to students. M. Botting concluded that the ISA funding model does not provide additional benefit to our board financially despite the following excerpt from a letter received from Minister D. Johnston and read by V. Wylson-Sher - "To assist boards in meeting the needs of their exceptional pupils, I announced a guaranteed level of funding for special education on June 15, 1998 This will ensure that programs and services for students with special needs are in place for the new school year In addition, boards that are able to prove they require a higher level of funding because of a higher enrolment of students eligible for ISA funding will be funded at the higher level "

V Kerr Jaskiewicz understood an extra allocation of $2 million had been added to educational funding to be divided among boards that can justify the need

h) Special Education Plan (item formerly identified as Annual Review Plan)
N Harper requested SEAC representation to ensure input throughout the process. While the submission date to the Ministry is May 15, she noted the Ministry only has a template in place. V. Kerr Jaskiewicz, B. Shepard, B. Shields, D. Stupple and C. Vidic agreed to volunteer.

In response to questions for clarification, N Harper said this is *not* the amalgamation of the two board's previous plans, but is the new board's Special Education Plan. The term 'Annual Review' was considered to be misleading and was changed to 'Special Education Plan'. A monthly update was requested on the progress of the Special Education Plan.

V. Kerr Jaskiewicz then drew attention to sample information brochures (parents' guide, Individual Education Plan [IEP] and layout of special education plans) from the Toronto Board.

Children and Adults with Attention Deficit Disorders (ChADD)

C. Vidic announced the Association's November meeting (November 16) at 7:00 p.m. in the Main Auditorium of the Education Centre. It will be an open forum discussion.

Down Syndrome Association of Hamilton

B. Pupols reported that B. Shields, Hamilton Association for Community Living, spoke at the last Association meeting in regards to the funding model and its impact on services for our children.

B. Pupols also advised that members of the Association attended a conference in Pickering last October 24 which was sponsored by the Durham Down Syndrome Association. One of the workshops was "How to Modify Curriculum" and was presented by the school board's former Integration Consultant. The new consultant was also there to answer questions – he provided his phone number. B. Pupols encouraged anyone wishing to get more information about this particular workshop to contact her.

Canadian National Institute for the Blind (CNIB)

R. Peters referred to a news article in the Globe and Mail regarding CNIB's lobbying the government on the unavailability of curriculum for hearing-impaired students, noting the positive response as an indication of progress in this area.

8. Business Arising from the Minutes

(a) Monthly Update – Special Education Plan

N. Harper distributed and drew attention to the following:

- ⇨ Draft Special Education Plan – the timelines reflect the tasks which need to be completed. Volunteer SEAC members are required to assist in finalizing this document.
- ⇨ Special Education Plan specific to SEAC
  N. Dalziel suggested a more consolidated and concise reporting format be considered.

[Copies on file in the Minute Room.]

(b) Special Education Transportation Update

Deferred to next meeting

(c) Update – Transportation – Alternate Care Students

Deferred to next meeting

(d) Update – Tutor Grants – MOET

Deferred to next meeting

(e) SEAC Flyer, Poster, New Parents' Guide

Copies of the following were distributed

- ⇨ Newsletter – outlines the SEAC meeting dates for the year, a brief description of the nature/structure of SEAC and the special education issues considered by the committee. *[A copy on file in the Minute Room.]*

It was agreed: That the SEAC newsletter be approved.

Canadian National Institute for the Blind

R. Peters advised that every textbook in Ontario will be translated to Braille and suggested the Board budget for more Braille printers.

b) Special Education Plan

N. Harper noted that at the October meeting, members were provided with a draft timeline of the tasks necessary to submit the Special Education Plan to the Ministry by May 15.

Steering Committee N. Harper advised this committee will be comprised of B. Shepard, D. Stupple, N. Harper and M. Botting, plus a Learning Resource Teacher, elementary and secondary principal representatives. Trustee Bishop has been appointed as the Board representative. Because the Special Education plan touches various departments in the Board, they have been requested to report on specific components by December 19th. These responses will be collated and used to develop a philosophical basis for the Special Education Plan. A questionnaire has been sent to all schools and members were provided a laydown copy (attached) of the Special Education Plan questionnaire. Responses are needed by December 2nd for the Steering Committee's next meeting. A draft philosophy will be brought to the December meeting.

N. Harper suggested that once the second draft of the Parents' Guide was completed, the information contained in the Terms of Reference and Parents' Guide be included as the SEAC portion of the Special Education Plan. C. Vlahovich indicated she thought pages were missing from her draft, however, N. Harper believed the information was incomplete rather than pages being missing.

c) Committees

N. Harper noted that four or five sub-committees are bringing information to the Steering Committee on Special Education. The Steering Committee's next meeting is December 2 at 3:30 p.m. in Room 3. On December 19, the sub-committees will submit their reports for review by the Steering Committee during January.

Parent Guide Committee

C. Vidic advised that C Poot is Committee Chair. The Committee reviewed guides from the two former boards and a sample guide from the Ministry While providing necessary information, the intent is to make the Guide as 'reader friendly' as possible

As the Guide needs to be vetted through SEAC, N Harper hoped that the draft would be available for inclusion in the next SEAC delivery on December 9th

It was noted that the Board's Mission Statement and Philosophy will not be included in this draft as trustees are developing this information at a workshop to be held December 10th and 11th.

Citing earlier SEAC pamphlets entitled *Whom do I See What Do I Say?, Does Your Child Need Special Programs? And Welcome to our School* J Bishop suggested these may be useful examples. M. Botting will attempt to obtain copies of these brochures

In discussing the Parents' Guide, several tangents were proposed:

a) A "cheat sheet" containing basic, simple facts be prepared in addition to the larger guide with a view that it would be less daunting to parents L. Archer voiced her support for 'accessible' documents.

b) The Parents' Guide be translated into other languages to facilitate parent understanding.

c) That, as this Guide tells parents how to initiate the IPRC process, they receive a copy at the beginning, rather than the end of the process R. Peters suggested that G. Moncur, HWPA, reinforce this responsibility with principals.

Early Learning Grant Allocation

T. Parker advised that as the county schools do not have Junior Kindergarten, the Committee has been examining various issues to do with the allocation of the Early Learning $1.1 million grant. A report, approved by the Board, divides the money as follows: a) $90,000 for a county communication team until the end of June, 1999. b) The remaining funds will be divided between county K-3 schools via a base grant of $12,000 + $125 per pupil. Principals will establish a committee of staff, parent and school council representatives to allocate the funds. He noted this grant will not continue if the Board implements JK in county schools.

J. Bishop added that if all schools offered JK, it would be more financially advantageous to the Board. She clarified that a) principals had been sent a survey on this issue and b) it was only a rumour that JK could be implemented in a maximum of 25 county schools before losing the Early Learning Grant Allocation.

V. Kerr Jaskiewicz and B. Shields were not available to provide a report on their respective Committees.

Prior to moving into Business Arising, B. Shepard reminded members to pick up the handouts for tonight's meeting including one regarding insurance for SEAC members

7. BUSINESS ARISING FROM THE MINUTES:

b) SEAC Flyer and Poster

J. Bishop advised that posters had been discussed in a cursory manner due to the uncertainty of funds. The main focus had been on the compilation of an insert for school newsletters.

It was moved by J. Bishop: That the SEAC flyer be circulated to schools with a request to include it in their newsletters.

C. Vidic suggested that "SEAC" be spelled out in full and the paragraph below the dates be moved up.

To the motion as amended. CARRIED.

J. Bishop requested M. Botting provide a covering letter to principals to accompany the flyer.

With regard to the Parents' Guide, N. Harper sought further input apart from the possibility that pages may be missing. It was suggested the Guide could be forwarded to the Steering Committee as it did not need to go to Board.

B. Pupols recalled a wallet-sized/credit-card sized school year calendar and W. Dowling offered this idea be forwarded to the School Year Calendar Committee.

8. NEW BUSINESS:

a) Potential Directions Draft (laydown)

A brief discussion ensued about how to respond by the December 15th timeline.

d) Trustees are aware of the serious Educational Assistant situation and further action is anticipated in January.

Hamilton-Wentworth Community Care Access Centre

B. Nabuurs welcomed the opportunity to be a representative. The Centre has moved to a new location

CHOICES - Supporting People with Developmental Disabilities

H. Bushey spoke about the success of a pilot project initiated in October. With funding from Human Resources Development Canada and working with Burroughs & Associates, the pilot targets youths who ended their formal education at an early age and have a criminal record. The pilot provides up to 15 individuals with pre-employment training opportunities and CHOICES provides volunteer opportunities within their environment under this program. Some have expressed a desire to work in the social delivery system based on their experience. The funding for this program ends in April, at which time it will be evaluated; there is potential for three-year funding. This pilot is a departure in two respects for CHOICES: a) it involves a for-profit organization working with a non-profit organization and b) historically this organization has worked with individuals with developmental disabilities.

The members recessed for a ten-minute break.

b) Special Education Plan

Prior to this discussion, B. Shepard:

a) Advised N. Dalziel had departed during the break as she was ill.

b) Extended a belated welcome to B. Nabuurs, the new representative for Hamilton-Wentworth Community Care Access Centre.

c) Referring to the agenda, noted that the item under Distribution should read: Draft SEAC Letter re *Funding* Concerns.

(i) Special Education Plan – Draft Philosophy

N. Harper advised that as a result of the meeting with M. Sinclair, they have a clear idea of Ministry expectations for the Special Education Plan, i.e. accountability, structure, educational and other assessments. The Steering Committee (including SEAC representatives J. Bishop, N. Harper D. Stupple, B. Shepard, M. Botting) has met twice and a series of meetings have been scheduled into March to review information from various committees. A handout (attached) was circulated to members, composed of the following three draft sections:

a) Reference Manual - supplemental document to Parent Guide.
b) Programs and Services Available Regardless of Exceptionality
c) Philosophical Basis for Providing Special Education Programmes and Services

Committee members were asked to give this draft document very careful perusal and submit written suggestions to the January meeting for the final version. Unless there is major disparity, N. Harper will collect the changes and edit the document. This initial draft is a synthesis of information received from all schools who did submit input as well from the committee. She specifically drew members' attention to the first bullet under Philosophical Basis, stating that some schools felt this was not necessary to include as it was in the Regulations. N. Harper has chosen to include it and asked members to indicate whether they support its inclusion.

(ii) Draft Parent Guide

C. Vidic advised a draft Guide will be included in the January agenda package for review. She thanked J. Bishop and A. Kappheim for their assistance and support on this project.

In response to questions, the following was clarified:

psychologist, who is an Ottawa-based writer on family life, raising children and how to have a happy and functional life around a special child.

Regarding the association's provincial council meeting, B. Shepard said she will provide further information after she has attended it.

(b) Special Education Plan

⇨ **Special Education Plan – Draft Philosophy (SEAC Input)**

N. Harper advised that the input received from the various departments was incorporated into the draft document. Briefly speaking on the progress of the steering committee to date, N. Harper asked the members for their input. She agreed to provide a forum to the members at the February SEAC meeting for this purpose and suggested that the committee could break into small groups to discuss any pertinent ideas/changes they may wish to include in the document. N. Harper noted the following timelines for the Special Education Plan:

March 1999 - Consideration of the Draft document
April 1999 - SEAC approval of the Final document
May 1999 - Board approval and subsequent submission of the document to the Ministry

The Chair of the Board affirmed that this document could be brought before the Board for consideration and approval at the May 13th Board meeting.

Towards the conclusion of the discussion, N. Harper commented that the pertinent areas requiring SEAC consideration include the following: (a) whole IPRC process – appeal process/procedures, criteria for making applications to provincial schools; (b) Individual Education Plan (IEP) – deviation from the plan, school/peer supports, volunteer resources; (c) communication strategies; and (d) transportation issues – may be deferred to the March 1999 meeting as additional information will be forthcoming from the Transportation Department.

⇨ **Draft Range of Programs and Services (SEAC Input)**

The members agreed to communicate directly to N. Harper any changes and/or suggestions they may wish to incorporate in this document.

⇨ **Suggestions for February Meeting**

As per the members' agreement earlier, the SEAC input on the Special Education Plan – Draft Philosophy will be dealt with at the February meeting – there will be small group discussions.

⇨ **System IPRC Placement**

N. Harper advised that the waiting list for special classes is fairly small at this time. Commending the efforts of the Placement Committee, N Harper advised that, in spite of the significant number of students requiring special class placements, only five children in the primary division are still on the waiting list. The next IPRCs will be in March/April 1999, with the exception of gifted children. The next round of system IPRCs for these students have been tentatively set for the first week of June 1999.

At this point, the meeting recessed for a ten-minute break.

⇨ **Committees**

Parents' Guide Committee

See discussion under item 6, Special Education Report.

allotted 5.0 full-time equivalent (FTE) educational assistants. The committee will continue to look at ways of deploying other educational assistants for the balance of this year.

c) Over 21 Project

Stating that our board is awaiting the Ministry document which would outline the exact criteria for this year, N. Harper indicated that staff had done some preliminary discussions on the issue.

She added that the Ministry has not communicated a definite timeline for this project; however, boards have been advised on the need to prioritize the students due to limited funding. For the past year, less than 30 students in the province received funding.

(d) Special Education Plan – some sections

N. Harper briefly reviewed the information packages.

From 8:00 to 8:15 p.m., the following small group discussions were conducted:

i) Group 1: Informal Approaches to Solving Problems Prior to IPRCs
ii) Group 2: Appeal Process
iii) Group 3: Provincial and Demonstration Schools Criteria for Applying for Placement
iv) Group 4: School Support
v) Group 5: Communication

The input from the small group discussions was then collected and submitted to N. Harper.

e) Memo from the Ministry re Annual Review of the Special Education Plan

N. Harper referred to the revised requirements for the 1999 Annual Review of Special Education, particularly the responses to the questions in Part 2 which should be submitted with the Board's Special Education Plan by May 15, 1999. She then reviewed Appendix 1 – Topics to be Addressed in the Special Education Plan, drawing attention to her notes on some key areas.

B. Shepard and V. Wylson-Sher agreed to work together with N. Harper in developing the draft response.

6. Updates

(a) Members

i) J. Bishop distributed copies of her written update (see attached) which focused on (a) Secondary School Reform and (b) Extremely Low-Birth-Weight Babies and the link to Special Education. She then drew attention and then moved the following motion relating to item (b) of her update:

> **It was moved by J. Bishop: That the Special Education Advisory Committee request The Hamilton-Wentworth District School Board to write the Regional Municipality of Hamilton-Wentworth to express its concern about the incidence of low-birth-weight babies in this region.**
> **CARRIED.**

Responding to a query, the Chair of the Board affirmed that he will be writing the letter upon Board approval of the above motion

Hamilton-Wentworth District School Board

Memo

To: *All Principals*

From: *Nancy Harper, Co-ordinator of Special Education*

Date: *10/27/98*

Re: ***Special Education Plan***

The Ministry of Education and Training has mandated our Board to develop a comprehensive Special Education Plan. Part of the Plan requires an overview and philosophy of programs and services. In order to develop a philosophy for the delivery of special education programs and services which reflects the opinions of a range of stakeholders, the input of school staffs, support staff and SEAC is being requested. Principals are requested to coordinate the completion of the following information and to fax the information to Nancy Harper (fax 521-2538) by November 12. To facilitate the review of all submissions, please complete in point form. The draft philosophy and overview of Special Education Services for our Board will be presented to SEAC on November 25.

PHILOSOPHICAL BASIS FOR PROVIDING PROGRAMS AND SERVICES:
(eg belief systems about the education of all students, including students with special needs; rationale for providing special education programs and services)

TYPES OF PROGRAMS TO BE PROVIDED REGARDLESS OF CATEGORY OF EXCEPTIONALITY:
(eg possible models of delivery; persons to provide programs, accessibility issues; specify types of programs)

TYPES OF SERVICES TO BE PROVIDED REGARDLESS OF EXCEPTIONALITY:
(eg services to include both personnel and materials, accessibility issues)

GENERAL COMMENTS RELATED TO SPECIAL EDUCATIONAL SERVICES

Nancy Harper
Co-ordinator of Special Education
NH:jm

- To address the transition, Westmount School has introduced the Teacher Advisor program with assistance from Guidance. The focus at this time is on having a staff who could assist in meeting the needs of not just the gifted student population but those of the other special needs students in the school. School officials are attempting to "stretch" the resources available to Westmount students.
- The gifted programming is considered a "means" of meeting the needs of gifted students in a congregated setting. In terms of funding for the program, the board could apply for funding either through the special education funding or the new funding model but not both ways.
- Although considered a special program, the gifted programming, per the Ministry's current directives, does not constitute a "legal" special class which would require a school to change its structure to accommodate the delivery of the service.

In explaining the secondary school staffing process, K. Waters noted the following:

- Secondary schools staff only during the first semester.
- Staffing after amalgamation was based on three collective agreements – those of the predecessor boards and the new board (which was finalized last fall).
- The following resulted in significant implications to staffing:
  - ⇨ the rigid new funding model and the complications arising from Intensive Support Amount (ISA) grants
  - ⇨ the major differences in how the former boards deliver special education programming
  - ⇨ the impact of the Ministry's requirements in terms of the staffing ratio and "credit grants" students
- Learning resource staff are regular teachers and staffing has been based on the level of needs in the schools across the system.

Sharing the members' sentiments and resolve to come up with the appropriate solution to the problem,

It was moved by D. Stupple: That A. Kappheim, P. Nilsson, P. Smith, B. Shields and C. Vidic comprise an ad hoc committee to (a) look at solutions to the problem of resource support for Gifted programming and formulate recommendations to the Board and (b) send a letter to the Ministry of Education and Training expressing SEAC's concerns regarding this issue.
CARRIED.

The Chair expressed the committee's appreciation to Messrs Waters, Nilsson and Smith for coming to SEAC

7. Special Education Report

(a) (i) Draft Special Education Plan

In apprising the members about the progress of the steering committee overseeing the Special Education Plan, N. Harper noted that the Interim Criteria for Identification and Admission and Demission Criteria for Special Class Programs will not be ready for inclusion into the Special Education Plan as further review and input from SEAC is required.

over

After some discussion, the members agreed to include a notation in the Board's submission stating that both sets of criteria could not be included as these require further consideration and approval by SEAC and the Board.

The members concurred that a special meeting of SEAC (between the April and May SEAC meetings) may be required to deal with these criteria; the date of May 12, 1999 was suggested. The Chair felt this could be addressed at the April SEAC meeting.

(a) (ii) Questions in Part 2 of Annual Review of the Special Education Plan/SEAC Response

The members' suggestions for further review and consideration were provided as follows:

- Emphasize the impact of funding on the gifted programming.
- Review of programs and placement options for exceptional students.
- Raise SEAC's concerns with the Ministry regarding programming for students not meeting credit requirements.
- SEAC and the Board should develop an appropriate course of action on what needs to be done in providing information to parents on the range of placements for exceptional pupils (e.g. compilation of a listing of services available to all exceptional students).
- Provide a separate section for issues which SEAC wants the Board to address.

B. Shepard and V. Wylson-Sher agreed to revisit the draft SEAC Response to Annual Review of Special Education Plan, taking into consideration the members' input, and bring back a revised document at the next meeting.

It was moved by B. Shields: That the Board commit to a review of the range of placement options available to all exceptional students starting with the developmentally delayed students.

B. Shields accepted as a friendly amendment J. Bishop's suggestion of re-wording the motion with the following phrase "*a review of programs and the range of placement options*".

To the motion, as follows, CARRIED

It was moved by B. Shields: That the Board commit to a review of programs and the range of placement options available to all exceptional students starting with the developmentally delayed students.

When it was noted that the time was 9:15 p.m.,

It was moved by D. Bucsis: That SEAC continue to meet until 9:55 p.m..
CARRIED, 13 IN FAVOUR, 2 OPPOSED

(b) Balancing of Regular and Special Education Classes

M. Botting advised that school principals were surveyed, through the efforts of the Principals' Advisory Committee, on whether to support an increase in the number of special education teachers or special education classes. It was the overall consensus that expansion should occur in both areas.

Memo to: Learning Resource/Resource/Learning Centre teachers who volunteered to be part of Special Education Plan

From: Nancy Harper, Special Education Coordinator

Dear

Thank you for volunteering to be part of the development of the first Special Education Plan for the Hamilton-Wentworth District School Board.

There are many different committees which will have specific tasks to complete within established timelines so that we can meet Ministry deadlines.

In order to maximize efficiency of time for the teachers involved, the organization of the committees will occur right after the LRT inservice on October 28 which is scheduled to end at 10 a.m. This first meeting should last no longer than one hour. At that time, I will outline the basic structure and components of the Plan and then describe the specific committees we need. People will be given an opportunity to select one committee and then break off into small groups to establish a chair, set specific tasks and look at additional meeting times. Please check with your principal to see if you can stay the extra time for this initial planning meeting.

Your expertise and commitment will be important contributions to the Board's Special Education Plan and I look forward to meeting with you on October 28.

Yours truly,

Nancy Harper
Special Education Coordinator

Memo to: Instructional Services Staff involved in the development of the Special Education Plan

From: Nancy Harper and Marguerite Botting

Date: October 27, 1998

The Ministry of Education and Training has mandated the Hamilton-Wentworth District School Board to prepare a comprehensive Special Education Plan and to submit it to the Ministry by May 15, 1998.

In order to prepare a Plan that reflects a team approach to Special Education, we have assigned specific sections to staff in Instructional Services who have expertise in those areas. Accordingly, you are asked to coordinate the preparation of the sections on:

The attached page provides a format for you to use. Please have your secretary type in Times New Roman, font size 12. To facilitate the final formatting of the entire Plan, you are asked to submit your completed information in disc form to Nancy Harper by December 19, 1998.

Your input and cooperation in developing this comprehensive Special Education Plan will greatly contribute to the programs and services for students and parents.

If you have any questions, please contact Nancy Harper.

Nancy Harper

Marguerite Botting

FORMAT TO USE FOR SPECIAL EDUCATION PLAN

Use 1 inch margins top and bottom
Use 1 inch margins left and right
Use Times New Roman type

MAIN TITLE (centred, capitalized and bold - 20 font size)

Leave 2 spaces between Main Title and Subtitles or beginning of report.

Subtitles (see front page; you may have others you wish to add.)

. Leave 1 space after subtitle.
. left side of margin
. 16 font size
. italicized and bold but not capitalized or underlined
. As appropriate, use sentences in paragraph format.
. You may wish to include some information in chart form. Use portrait style for charts.
. Leave one space after subtitle before beginning description.

Main body of report:
. 12 font size

PLEASE SUBMIT INFORMATION IN DISC FORM TO NANCY HARPER BY DECEMBER 19, 1998.

SPECIAL EDUCATION PLAN

COMMITTEE: CURRICULUM MODIFICATIONS

CHAIR: Rita Knapp

MANDATE:

. to establish criteria for modifying curriculum
. to provide a range of curriculum modifications offered
. to provide a range of other accommodations offered

COMMITTEE MEMBERS:

. Include regular class and curriculum consultants

Deadline for submission: December 19/98

SPECIAL EDUCATION PLAN

COMMITTEE: PARENTS' GUIDE

CHAIRS: Cheryl Poot

MANDATE:
. to develop a new version of the Parents' Guide, using the Ministry example as a template for personalizing the processes and information for our Board

COMMITTEE MEMBERS:

Deadline for submission of Parents' Guide: December 9/98

SPECIAL EDUCATION PLAN

COMMITTEE: Forms, including IEP

CHAIRS: Steve and Jeremy

MANDATE:
** to develop and set procedures for use of IEP, under the provisions and guidelines of Ministry Resource document and Regulation 181

. to develop forms for use in Special Education

. to establish a process for computerized versions of all forms

COMMITTEE MEMBERS:

Deadline for submission of IEP information: December 19/98

SPECIAL EDUCATION PLAN

COMMITTEE: IPRC PROCESS
CHAIR: Bob Morrallee

MANDATE:

* to develop processes for:
. informal approaches to solving problems prior to IPRCs

* to develop processes for:
. informing parents
. parental involvement
. gathering information
. identificaton
. statement of needs
. recommending placement
. annual review
. requests for interim reviews
. meeting with parents prior to rendering decision to board
. communicating decisio to board
. process (see Special Education Monograph No.2)

**Processes must adhere to Regulation 181.

COMMITTEE MEMBERS: Include regular class/special class and resource teachers

Deadline for submission: December 19/98

SPECIAL EDUCATION PLAN

COMMITTEE: S.E.A.C.

. Roles and responsibilities

. Meeting times, places, format and open to public

. Nominations process

. Members' contact information

. Means of participation (face-to-face; electronic; for members; for others)

COMMITTEE MEMBERS:

Deadline for submission to Nancy Harper: December 19, 1999

SPECIAL EDUCATION PLAN
STEERING COMMITTEE
MONDAY, NOVEMBER 23, 1998

1. Welcome and Introductions

2. Mandate of Committee/Role of S.E.A.C.

3. Review of Special Education Plan

4. Sub Committees set to date

5. Timelines

6. Questions and Answers

7. Schedule of meetings for Steering Committee

8. A.O.B.

NH:jm
1998 11 23

REVISED SEAC RESPONSE TO QUESTIONS IN PART 2 OF ANNUAL REVIEW OF SPECIAL EDUCATION PLAN AND DISSENTING REPORT

MINISTRY'S QUESTIONS

2.

(a) Is the SEAC supportive of the range of special education programs and services which will be made available across the District?

(b) If not wholly supportive, what recommendations did the SEAC make to the board?

(c) What was the District School Board's response to any recommendations cited in 2b)?

RESPONSE

2.

(a) With the exceptions noted below, SEAC is generally supportive of the range of services offered to students with special needs; however, we do not have sufficient funds to provide for all the needs of our special needs students, especially in alternative education programs.

(b) Some members feel there are not enough special classes for gifted students in the amalgamated Board. The report of the Gifted Review Committee will be submitted for inclusion in this plan when approved by SEAC and the Board.

This report will address the differences in programming for the gifted students in the two former Boards.

It is the general view that the range of placement options for developmentally delayed students is insufficient. The SEAC has passed a motion asking that the Board commit itself to a review of the programs and range of placement options available to all exceptional students, starting with the developmentally delayed.

Difficulties experienced with financial cuts to transporting (including school to school) and from the inability of the Board to hire sufficient educational assistants has impacted on the quality of programs available to students, including those in self-contained classes.

(c) [extracts from Board minutes in response to above]

Minutes of the April 15, 1999 Regular Board Meeting

Report of the Special Education Advisory Committee

3. Draft Special Education Plan, including: Questions in Part 2 of Annual Review of the Special Education Plan

It was moved by B. Shields: That the Board commit to a review of programs and the range of placement options available to all exceptional students starting with the developmentally delayed students.

CARRIED.

MINISTRY'S QUESTIONS

3. What will be done to ensure parents are informed pro-actively of the following:

(a) the range of placements the board offers is an effort to meet the needs of exceptional pupils;
(b) the board's obligation to identify children's needs early;
(c) supports available to help meet children's needs; and
(d) entitlement to an Identification, Placement, and Review Committee (IPRC) process and appeal.?

RESPONSE

3

(a) There is no document presently available to parents that offers this information in concise form. The SEAC will recommend to the Board that such a document be prepared and made available to parents as soon as any sort of intervention is begun for a student regarded as possibly exceptional.

(b) In the Plan there is a section entitled: "Early Identification/Prevention Procedures". Plans to revise procedures have been scheduled for spring 1999. The new Early Identification Plan will include the Early Identification of Children's Learning Needs and the Early Identification Procedures for Junior and Senior Kindergarten.

It is the Board's obligation to ensure that early identification processes be linked to special education.

(c) There are parent guides to services available for children with special needs from both former Boards. An updated version detailing the practices of the amalgamated Board has been prepared and is being distributed to schools.

(d) The guide mentioned in 3c) details the IPRC process and the appeal process.

ADDITIONAL INFORMATION FOR THIS EVENING'S

BOARD MEETING

Open Agenda

CORRESPONDENCE:

17. (b) D. Borbely re JK at Mary Hopkins School
[see Page 7 (a), Clause 1., Report of the Business Committee]

Please add this information to your agenda packages.

Regular Board
April 29, 1999

17. (a)

April 28. 1999

Hamilton-Wentworth District School Board
Ken Bain, Superintendent of Education
Country West Elementary Schools
100 Main St. West
Hamilton, Ontario
L8N 3L1

Dear Mr. Bain:

I am contacting you regarding the recent issue of Junior Kindergarten at Mary Hopkins School in Waterdown. On April 14, 1999 my wife and I attended a meeting about the accommodations and programs for 1999-2000 for Mary Hopkins Public School, as advised by School officials.

Prior to this meeting my wife was told the day of JK registration was that Mary Hopkins School would not be accepting registration for JK because there were pending decisions and JK would probably not be offered. She was told to attend a Public Meeting at Mary Hopkins Public School on April 14, 1999 and not given any indication as to what this meeting would represent to the community of future JK parents.

Being new parents to the education system and having a child that is eligible for JK this coming School year, it was very important for us to attend this meeting, but had no idea of what and how this meeting would impact our child's education.

During the meeting many issues were presented, by you, in favour of having JK at Mary Hopkins. Also, there were statistics and the need and availability of space for a certain number of JK students presented at that meeting. I was concerned about how it was opposed by other parents and staff of Mary Hopkins. At the time, I felt they had prepared for this meeting and had a better understanding of the school system, the opportunity to band together and unfairly attack the JK program at Mary Hopkins. I was upset by this meeting, because, I felt that I had no preparation or insight into how this meeting would proceed. I'm sure the other new parents felt the same as I did.
After the meeting I decided to research the situation at Mary Hopkins Public School. I contacted your office and asked for your presentation form the meeting, contacted the principal at Mary Hopkins and spoke with Reg Woodworth the School trustee. This took me about two weeks to gather information and prepare my issues, questions and concerns which; I will list out below. Please read the following and consider if this is a fair and non-discriminating to new parents in the School system with JK children.

- Was this meeting announced properly and fairly to new parents with JK children who would be attending Mary Hopkins Public School. ie: announced in local newspaper posted in public library etc.?

17.(a)-1

- Was the ballot that was handed out at the meeting a fair and measurable tool and where did it originate. ie: School board, School councill or ?
- Is it fair to offer all other students an opportunity to learn, get special programs, but exclude JK from Mary Hopkins yet offer JK to other Schools in the county.?
- If overcrowding isn't the issue for JK at Mary Hopkins then what is the issue and how will it be handled?
- Is there any detrimental impact on other student's education, special programs, staffing at Mary Hopkins that would be affected if JK were to be implemented.?
- Is the JK issue being treated fairly as mandated by Provincial legislation (see attached newsletter)
- Is it fair for the School Council at Mary Hopkins to support the Grade 7 plan if JK is not re-introduced as a program and how could JK affect the rest of the School?
- If Mary Hopkins JK was removed by the Trustee because it could of affected special programs and now it doesn't, is it fair to keep JK removed.?
- Is if fair to allow grade seven expansion and not allow JK's to have their education.?
- If next year overcrowding is an issue how is it being assessed now?

I anticipate the above information is accurate to the best of my knowledge and was provided from meetings, telephone conversations and newspapers. I am still not convinced that the JK issue at Mary Hopkins Public School is being treated fairly and in a non-discriminating matter. I ask that this letter be presented to the Trustees prior to the full board meeting on April 29, 1999. I also ask that any papers on voting regarding JK not to be re-introduced as a program at Mary Hopkins Public School be held from School Board until the above issues are fairly discussed with all JK parents and the community.

Sincerely,

David Borbely

cc. Merv Matier Director and Secretary , Toni Skarica M.P.P. Wentworth North

David Borbely
184 Main St. South
Box 667
Waterdown, Ontario
L0R 2H0

17(a)-2

Tel. (905) 689-1803
Fax (905) 689-3719
Email dborbely@ix.netcom.com

Wk. (905) 823-7091 ex. 454
Email David.Borbely@crt.xerox.com

PROMISES MADE...PROMISES KEPT

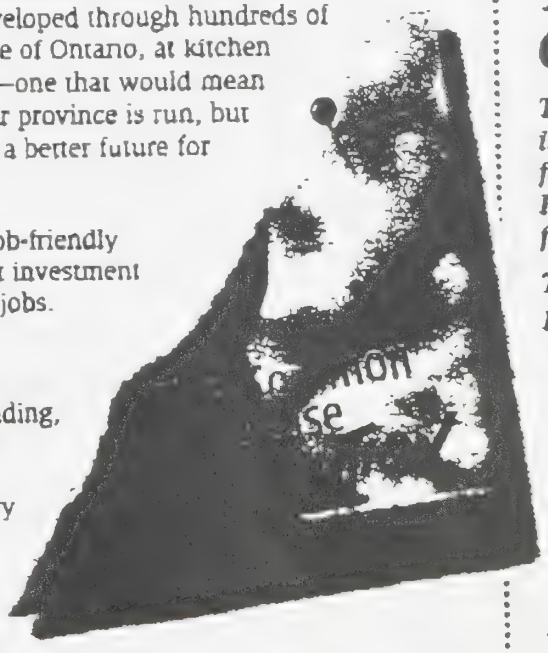
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HIGHLIGHTS

SPRING 1999

Making Ontario the best place to live, work and raise a family

In May, 1994, one year before the Harris government was elected, it introduced a five-point plan called *The Common Sense Revolution*. It was a plan developed through hundreds of consultations with the people of Ontario, at kitchen tables and at town hall meetings—one that would mean significant changes in the way our province is run, but would, at the same time, provide a better future for ourselves and our children.



- ✔ We promised to build a job-friendly climate that would attract investment and create private-sector jobs. *We're doing it.*
- ✔ We promised to cut non-priority government spending, while protecting the core services of health care, education and community safety. *We're doing it.*
- ✔ We promised to cut provincial personal income tax rates to give Ontarians a break. *We're doing it.*
- ✔ We promised to eliminate barriers to jobs, growth and investment. *We're doing it.*
- ✔ We promised to balance the budget within our first mandate. *We're doing it.*
- ✔ We promised to do better for less by reducing waste and improving efficiency in all levels of government. *We're doing that, too.*

We were proud to put *The Common Sense Revolution* plan on the table in 1994. We are proud of it now and of the results we have achieved together with the people of Ontario.

We promised to create jobs and turn Ontario around. It hasn't been easy, but we're doing it, and we are on the right track to a better future.

The promise: Cut taxes

To date, Ontario's personal income tax rate—reduced for the first time in four decades by the Harris government—has been cut five times.

Today, Ontario has the lowest provincial income tax rate in Canada.

Now that the tax cut is fully implemented, 91% of all taxpayers will see an Ontario tax cut of 30% or greater, and 655,000 individuals and families will pay no Ontario income tax at all.

In total, the Harris government has cut individual and business taxes 69 times over the past three and a half years.

Our province's strong new economic climate has contributed to the creation of 540,000 net new jobs in Ontario since September, 1995.

- We will cut your provincial income tax rates by 30% in three years. Half of the cuts will come up front - in year one.
- These cuts will return more than $4 billion of dollars to taxpayers in the first three years alone.

The Common Sense Revolution, p. 3

Protecting priority services

Patient-based budgeting means that we put the priority on the people who need health care. It means that the focus is on how we can put more of our health care dollars into direct care for those in need, and more into the preventive care, which can help people avoid becoming ill in the first place.

[redacted]

Our reforms include: standardized report cards; comprehensive testing; a limit on average class sizes; new, rigorous and demanding curriculum; more input from parents through school councils; and fewer trustees.

We are also developing a more relevant four-year program for high school students, with a focus on math, language skills and sciences. Students will be required to complete 40 hours of community service and a literacy test before being allowed to graduate.

✔ Preserving Quality Health Care

We promised to maintain spending at no less than $17.4 billion annually, and we have. In fact, we've surpassed that amount every year since being elected.

Total ongoing health care spending for 1998-99 will be $18.9 billion, the highest in Ontario's history—despite the federal government's cut in transfers to the people of Ontario by $2.8 billion.

We are eliminating waste and duplication and reinvesting every penny of savings we find into quality services that directly benefit patients.

To date, this has resulted in over $3 billion in reinvestments in cancer treatment services; kidney dialysis treatment; cardiac care; long-term community care services; the Healthy Babies, Healthy Children program to help kids get a headstart in life; expanded breast cancer screening to save lives.

✔ Reforming Education

The significant and overdue reforms to Ontario's education system being implemented by our government will cut bureaucratic waste and duplication, and refocus resources where they belong—on students in the classrooms.

Classroom funding for education will be guaranteed.

Education spending has increased by $250 million since we took office in 1995, and will continue to top $14 billion this fiscal year (including current pension contributions). We will continue to provide secure and stable funding to boards for each of the next three years.

✔ Strengthening Community Safety

We promised to make our communities safer for individuals and families, and our justice system more efficient at less cost. That's exactly what we are doing.

Again, any savings we find in our justice system through greater efficiencies will be *reinvested* to ensure public safety in our streets and in our homes.

We are restoring balance to our justice system through the Victims' Bill of Rights, which ensures victims' rights are put ahead of the so-called rights of criminals.

We are also investing in the Victim/Witness Assistance Program (V/WAP), a program that assisted 11,000 victims and witnesses required to testify in court last year, 90% of whom were women and children.

Other core initiatives include: creating six new specialized courts—for a total of eight—to deal exclusively with domestic violence cases; establishing strict discipline facilities for Young Offenders; establishing tough, new standards regarding Ontario Board of Parole decisions about releasing offenders into the community; the hiring of up to 1,000 new police officers; tough new road safety initiatives including 90-day, on-the-spot, licence suspensions for those drivers whose blood alcohol level exceeds the legal limit; and finding new solutions to fighting crime through the creation of the Crime Control Commission.

Finding the Savings

- ✔ **Fewer politicians:** we're reducing the number of politicians at Queen's Park for the first time since 1933: from 130 to 103
- ✔ **Fewer perks for politicians:** we've eliminated gold-plated pension plans and tax-free allowances, and reduced MPPs' salaries by 5%
- ✔ **Smaller government:** we've reduced the size of Ontario's public service by 16,000 positions since 1995

Under this plan, MPPs' pensions will be abolished and replaced with an RRSP contribution program similar to those used by other professionals in Ontario. The tax-free benefits paid to politicians will also be abolished. They will be paid a straight salary, just like ordinary Ontarians.

Reforming Welfare

Welfare Reform:

- ✔ 372,000 fewer people relying on welfare than in June '95
- ✔ reduced benefits to 10% above the national average
- ✔ tightened eligibility and tough new measures to eliminate fraud and abuse

Ontario Works:

- ✔ new work-for-welfare system has replaced the old welfare system across Ontario, helping recipients find work
- ✔ over 570,000 people have participated in mandatory activities

Disabled Individuals:

- ✔ moved off welfare—where they never should have been in the first place
- ✔ will now be offered support through the Ontario Disability Support Program which better suits their needs

CA3 ON HW LU 26
1999

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EDUCATION COMMITTEE

Wednesday, June 2, 1999

URBAN MUNICIPAL

7:00 p.m. **A G E N D A** **7:00 p.m**

URBAN MUNICIPAL
JUN 7 1999
GOVERNMENT DOCUMENT

1. Call to Order — J. Bishop
2. Approval of the Minutes of May 6, 1999
3. Business Arising from the Minutes
4. Approval of Agenda

DELEGATIONS:

5. Settlement and Integration Services Organization re ESL Instruction — M. Jafarpour
6. Hamilton Association for Community Living re pilot project for handicapped adults over 21 — D. Laidman

ACTION ITEMS:

7. Over 21 Funding — M. Botting
8. The Special Education Consolidation Plan for 1999-2000 — M. Botting
9. Special Class Admission and Demission Criteria Policy — M. Botting
10. Adult and Continuing Education Annual Report — E. Bond
11. Annual Report re Non-Profit Corporation — E. Bond
12. Opening a Junior Kindergarten Class at Collegiate Avenue School, Stoney Creek — K. Croxall
13. Lake Avenue School Capping — W. Joudrie
14. Continuation of The "Ideas" Programme Pilot — K. Croxall
15. Hamilton-Wentworth Interscholastic Council Constitution — K. Waters
16. Policy Recommendation
    - i) Staff Recognition Retirement Policy — M. Matier
    - ii) Safe Arrivals Policy – Policy Statement — P. Gillie
    - iii) Early Identification Process Policy — K. Bain
    - iv) School Trips Policy — P. Gillie
17. Request for Permission to conduct a survey for Grade 12 students on Employment and Awareness — E. Bond
18. Safe Schools Review Committee — P. Gillie

INFORMATION ITEMS:

19. Summer Institute 1999 — K Bell
20. Response from the Officials to the Delegation on Gifted Education — M. Botting
21. Staffing Report – Full Time Equivalent Positions — D. Grant

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

22. Public Questions for Clarification

Future Meetings:

Board	June 9, 1999	8:00 p.m.
Business Committee	June 17, 1999	8:00 p.m.
Board	June 24, 1999	8:00 p.m.
Special Education Advisory Committee	June 16, 1999	7:15 p.m.

MINUTES OF THE EDUCATION COMMITTEE
MAY 6, 1999

Those present: Judith Bishop (Chair), Janice Dewar, Joseph Rogers and Bruce Wallace.

Regrets: E. Johnstone and R. Mulholland.

Also present: Heather Bullock, Laura Peddle, Lillian Orban and Elad Gafni, Student Trustee.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bell (Superintendent of Education – City West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), W. Joudrie (Superintendent of Education – City East) and K. Waters (Superintendent of Education – Secondary West).

The Chair called the meeting to order at 7:05 p.m.

J. Bishop addressed her committee, stating that she would like her name to be used when referring to her comments. Committee agreed for themselves.

2. Approval of the Minutes of April 8, 1999

It was moved by B. Wallace: That the minutes of April 8, 1999 be approved as distributed.
CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Deferred Items

- Adult and Continuing Education Status Report
- Annual Report of the Adult-Based Continuing Education and Training Corporation (ABC)

It was moved by J. Rogers: That the agenda be approved as amended.
CARRIED.

ACTION ITEM:

5. Section 19 Presentation

The Chair welcomed the group. Jim Horton, Principal for Section 19, introduced the staff who were present - Sandra Law, Neelum Sanduja, Sharon Bray, Arlene Outlaw, Leanne Fraser, Dave Muller, Pat Norensic, Pat Bossert. He also indicated people in the audience who are a part of his team.

J. Horton noted that the programs Section 19 offered are in partnership with community agencies for students who have profound emotional, safety or physical needs.

Sandra Law outlined the programs that offer active participation for over 500 students in an integrated, supportive and educational environment.

J. Horton showed where the sites are located throughout the city and the county. He stated that our program is one of the largest in the province and should be considered a lighthouse to others in how to deliver this type of program. He stated how exceedingly proud the Board should be of the members of staff who are most professional in their classroom and see a need to help the neediest of youngsters.

The Chair thanked the presenters. Speaking as a former principal, B. Wallace thanked them for the learning acquired through this presentation.

It was moved by B. Wallace: That the Section 19 Presentation be received for information. CARRIED.

DELEGATION:

6. Gifted Education

K. Callaghan expressed appreciation for fitting the delegation on such a full agenda. She noted that the former Hamilton Board of Education had offered gifted programs since 1983. K. Callaghan and D. Goellnicht then read their reports.

Two student presenters, Samantha Joel and Nicole Sterling, from one of the gifted special classes expressed their feelings about the program. They stated it would be a loss if the program was moved and was no longer accessible due to a long commute or lack of room.

In closing, the presenters stated their requests to The Hamilton-Wentworth District School Board:

1) reinstate Gr. 3 Screening immediately and maintain it until the Gifted Review Committee makes a recommendation for an alternative method;
2) reconsider the sites for the classes in consultation with all stakeholders, including parents and the Gifted Review Committee, and with a view to making gifted classes available to students from the county.

B. Wallace supported the program and thanked the presenters.

M. Botting responded to several concerns. She stated that the validity of testing on Grade 4 students was more reliable. She noted that the schools had organized for Grade 3 testing in contrast though the research for Grade 4 is more accurate. There may need to be a double screening next year to ensure that no students are missed if the committee direction is to Grade 3 screening. M. Botting also responded to an inquiry that students can be nominated from any part of the Board and participate in a full intelligence screening test.

M. Botting explained that there is no intention of closing classes, only the consolidation of classes. She noted that sites are not finalized but there is not enough space available at Queen Victoria for regular classrooms. She continued to say that they work from the addresses of the gifted students to provide options to forestall a long commute to school if the location did change.

When asked if this issue had been raised at the Special Education Advisory Committee meeting, M. Botting responded that it was on the May agenda.

The Chair thanked all of the presenters for speaking.

It was moved by B. Wallace: That the concerns of parents of Gifted Screening and Special Class Locations Due to Amalgamation of School Boards be referred to Administration.

CARRIED.

7. Public Health Presentation

Vicky Woodcox, who is responsible for school program services, brought attention to the focus study. She highlighted bringing partners together is helpful and there are a lot of commonalities between these guidelines and the Board's physical and health curriculum. She then shared a letter from Theresa Hartnett, Executive Director of Birthright.

The presenters responded to several concerns:

- focus groups are to promote healthy learning at an early age and to try to understand peer pressure;
- questions are broad-based and focus on 11 year olds as a starting point to learn about their feelings on relationships;
- assurance that there is a need for parental consent before any student can be involved in the focus group;
- there will be 5 sites to draw upon for 15 different groups of 5-8 children per group plus a youth facilitator to provide enough qualitative data;
- the network plans to review findings to get a better understanding of pre-teens to help shape programs, give better parent information and better media messaging;
- although the flyer does not indicate the project is about sexual health, the attached parent letter provides clarification and indicates a number to call for additional information.

K. Croxall responded to a question that this project had not been presented to the Board's psychological services department. She went on to say that Public Health had sent requests related to this focus group idea with no connection to school activity. Executive Council discussed the issue and agreed to recommend the distribution of flyers to the schools but would not support the focus groups on school sites.

It was moved by B. Wallace: That the questions from Public Health be received for information.

CARRIED.

ACTION ITEMS:

8. Requests from Public Health

K. Croxall presented the report.

(a) It was moved by J. Dewar: That the Hamilton-Wentworth District School Board assist the Public Health Dept. by allowing distribution of a flyer package to appropriate grades in elementary schools for recruitment of 11 year-olds and their parents for focus groups.

(b) It was moved by J. Dewar: That the Hamilton-Wentworth District School Board deny permission to the Public Health Department to hold focus groups on site in schools of the Board.

(c) It was moved by J. Dewar: That the Hamilton-Wentworth District School Board continues to support working with Public Health, particularly in relation to implementing the health and physical education curriculum, the sexual health network and other networks, pilot programs and other work groups that support the health and well-being of students.

L. Peddle voiced her concern that the flyer doesn't clearly state that the focus is actually about pre-teen sexual health.

J. Dewar responded that along with the flyer is a letter to the parents, with a number to call for information addressing what the focus groups are about.

B. Wallace stated he could not support the motion without adding another phrase that indicated the focus is about sexual health.

To the motion (a), **CARRIED**, 2 in favour, 1 opposed.

To the motions (b) and (c), **CARRIED**.

9. Instrumental Music Report

K. Croxall presented the report and outlined the recommendations. She highlighted the inequity in the middle school music program and the need to allocate money for resources from the budget. She explained that in the new Ontario Curriculum starting in Grade 6 there are overall expectations that require children to play instruments.

(a) It was moved by J. Rogers: That the Hamilton-Wentworth District School Board support the implementation of instrumental music in elementary schools in the following ways:

- **(i) Allocate a non-transferable $15.00 per student in Grades 6, 7 and 8 on a per pupil basis (prorated for Grade 6) from the Grade 6, 7 and 8 Textbook and Classroom Supplies budget line to support any instrumental music programs being offered during the school year.**
- **(ii) Establish a start-up budget of $30,000 per year for five years from Textbook and Classroom Supplies budget line to provide financial support to schools that wish to implement an instrumental music program where none exists at present.**
- **(iii) Recruit, hire and place certified instrumental music teachers through the regular staffing processes as one of the priority needs in the system.**

(b) It was moved by J. Rogers: That the Hamilton-Wentworth District School Board continue the present user-pay model to provide the strings Program for elementary students in its current format and expand the program to sites where interest warrants at no cost to the Board.

CARRIED.

10. Report of the Early Intervention Review Committee

It was moved by B. Wallace: That the Report of the Early Learning Review Committee be received for information.

CARRIED.

11. Reading/Writing Support Programs

K. Croxall reviewed the report and outlined the recommendations. She indicated the committee had received well over 70 responses to the survey and over 30 schools are implementing Open Court.

a) **Early Intervention Reading/Writing Support Programs**
It was moved by B. Wallace: That the schools with primary grades:
(i) **choose and /or develop early intervention literacy programs and approaches to meet students' needs within the resources that are available; and**
(ii) **monitor the effectiveness of any early intervention literacy programs and approaches and communicate their results through their E.Q.A.O. Action Plans**

b) **Reading Recovery**
It was moved by B. Wallace: That the Hamilton-Wentworth District School Board maintain central funding of up to $15,000 to support Reading Recovery training costs and supplies to support the schools that can provide for the continuation of the Reading Recovery program within their own staffing complement.

c) **Writing to Read**
It was moved by B. Wallace: That the Hamilton-Wentworth District School Board continue to allocate 9.5 Educational Assistants for the Current Writing to Read schools provided the program is delivered as designed.

d) **Open Court**
It was moved by B. Wallace: That the Hamilton-Wentworth District School Board approve the use of the Open Court reading program for instruction in Kindergarten and primary classrooms for the 1999-2000 school year.

e) **Assistance to Schools**
(i) **It was moved by B. Wallace: That a committee of stakeholders develop literacy guidelines to assist schools in the selection of early intervention literacy programs and approaches and in the monitoring of program effectiveness.**
(ii) **It was moved by B. Wallace: That appropriate Instructional Services personnel provide resources and training to help school personnel monitor and report on the effectiveness of early intervention literacy programs and approaches.**

K. Croxall clarified several concerns. She explained that Open Court was implemented in four county schools where it can be maintained. If other schools want to implement the program it would cost more money. She went on to clarify that Reading Recovery needs twenty weeks for the program and wouldn't work well in a school with a high turnover.

At this point J. Bishop expressed her wish to speak on this item and requested B. Wallace to assume the Chair.

Noting her difficulty in supporting recommendation (c), J. Bishop voiced her concern with allocating 9.5 Educational Assistants at a time when the Board is uncertain as to the total number of Educational Assistants.

c) **Writing to Read**

It was moved in an amendment by J. Bishop: That the following motion be referred to the Budget Committee. "It was moved by B. Wallace: That the Hamilton-Wentworth District School Board continue to allocate 9.5 Educational Assistants for the Current Writing to Read schools provided the program is delivered as designed".

CARRIED.

J. Bishop resumed the Chair.

To motions a, b, d and e. **CARRIED.**

12. Early Identification Policy Report

It was moved by B. Wallace: That Early Identification Policy Report be referred to Joint Advisory Committee.

CARRIED.

13. Report of the Alternative Program Advisory Committee on Vocational/Basic Level Education and Secondary School Reform

B. Macoritti, Secondary School Reform/Vocational Education, Special Assignment Teacher, presented the report. Donna Peace, a parent with the Mountain Secondary School Council, stated that she felt a range of options needed to be offered to these children. She stated the report was not finalized by the Committee when it was sent out with the agenda package. Draft recommendations had been taken out without prior approval of the committee. She pointed out her disappointment that the group didn't have independence to develop their recommendations.

Several members expressed concern in accepting this information if the advisory committee felt it was incomplete.

E. Bond stressed that the committee has worked very hard, despite several obstacles including not having the documents from which to work. She stated the purpose tonight was to bring forward information and when the recommendations are complete everything can be brought forward together.

B. Wallace stated the Education Committee would prefer to see the original information from the advisory committee with Executive Council stating that they don't approve rather than the information being altered. He then suggested that the recommendation be amended to say "interim" report.

It was moved by J. Dewar: That the Interim Report of the Alternative Program Advisory Committee on Vocational/Basic Level Education and Secondary School Reform be received for information.

CARRIED.

14. Update on ESL/ELD and NSL Staffing and Program Delivery

E. Bond presented the report.

B. Swannack, English/Native as a Second Language Consultant, clarified several points:

- there will be a blending of the former city and county models in order to ensure equity
- there will be a resident teacher assigned to schools with a larger ESL/ELD population
- the itinerant teacher assigned to schools with a lower ESL/ELD population would visit on a regular basis, dependent on the need.

K. Waters responded to a concern re ESL staffing in secondary schools stating that the allocation is made to reflect the population of ESL students. He noted that the flexibility of the itinerant model is not available in Secondary Schools.

The Chair pointed out that staffing is being decided in terms of population and not program. She noted consideration should be taken to congregate resources in a few schools rather than a mathematical allocation of resources.

E. Bond responded that at this time the committee is just bringing forward an update as they are still dealing with timelines and funding.

It was moved by B. Wallace: That the update on ESL/ELD and NSL Staffing and Program Delivery be received for information.

CARRIED.

H. Bullock suggested that correspondence should be sent to the Ministry stating the Board's frustration with the lack of funding for ESL/ELD.

15. Revised Proposal: Strategies for Implementation of Secondary School Reform

E. Bond reviewed the report.

H. Traini, Chair of PC 21, stressed the importance of this initiative stating that it would normally have been done during P.A. days which have been cut back. He noted that OSSTF is in support and the coterminous Boards are doing the same thing. Due to exam scheduling and graduation ceremonies which were previously booked there are no alternate times available.

H. Traini responded to a concern that there is no way to confirm teachers are actually present for the in-service, stating that if they don't meet the expectations of teaching the new curriculum come September, they will be documented and put under review.

H. Bullock expressed her frustration with comments from the Ministry and suggested that the recommendation be moved under protest.

It was moved by B. Wallace: That, under protest, the Hamilton-Wentworth District School Board conduct four Secondary School Reform in-service sessions for the entire teaching staff on a shared-time basis during the months of May and June, 1999 and that students at all secondary schools be dismissed from school one and one-half hours earlier than regular dismissal time on those four days.

CARRIED.

16. Verbal Update of Alternative Programs for Students

K. Waters stated that the Alternative Programs for Students Committee has met three times and the mandate of the committee is to identify target populations and indicators of success. A report will be brought forward in the fall, 1999.

It was moved by J. Dewar: That the verbal update of Alternative Programs for Students be received for information.

CARRIED.

It was moved by J. Dewar: That the meeting be extended fifteen minutes.

CARRIED.

17. Policy Recommendation

i) Curriculum Processes Policy

It was moved by J. Dewar: That the Curriculum Processes Policy be approved as recommended by the Joint Advisory Committee and Executive Council.

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board that student achievement is improved through curriculum management which includes stakeholder participation in the processes of curriculum review, development and implementation at the system and school levels.

CARRIED.

18. Staffing Report – Full Time Equivalent Positions

It was moved by J. Rogers: That the April, 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

CARRIED.

19. Compensatory Education Review

J. Bishop stated her interest in sitting on this committee.

It was moved by B. Wallace: That an ad-hoc committee be established to review Compensatory Education in the Hamilton-Wentworth District School Board, and that a report be prepared for the Board in January 2000.

CARRIED.

20. Environmental/Outdoor Education Follow Up to L.E.I.C. Sub-committee Workgroups

J. Bishop expressed her concern with a four year implementation as well as the money involved. She felt that this item should be forwarded to the budget committee.

P. Gillie responded that with 1999-2000 school year there is no impact on the budget. Following that, if the Board is able to implement staff (as shown in the funding model) in the final analysis the total cost would be $115,000.

At this point J. Bishop asked B. Wallace to assume the Chair.

(a) **It was moved by J. Bishop: That the recommendations for the outdoor and environmental education sites, staff and funding in the Report from the Enlarged Environment/Outdoor Education workgroup be referred to the Budget Committee.**

CARRIED. 3 in favour, 1 opposed

J. Bishop resumed the Chair.

(b) **It was moved by J. Rogers: That the draft Environment Policy be presented to the Joint Advisory Committee.**
CARRIED.

21. Physical Education Ontario Safety Guidelines

P. Gillie referred to bullets 3 & 5 and stressed they are the rationale of the report.

It was moved by J. Rogers: That the current releases of the Physical Education Ontario Safety Guidelines issued by the Ontario Physical and Health Education Association be endorsed for use in The Hamilton-Wentworth District School Board.
CARRIED.

22. Special Education Plan

The Chair stated that the Special Education Advisory Committee approved the Special Education Plan at their April 28, 1999 meeting.

It was moved by B. Wallace: That the Special Education Plan dated April 28, 1999 be accepted for submission to the Ministry of Education and Training.
CARRIED.

The Chair thanked all those who had contributed to the report.

There being no further business the meeting then adjourned at 10:40 p.m.

kc

D E L E G A T I O N

EDUCATION COMMITTEE
1999 06 02

#5

SETTLEMENT AND INTEGRATION SERVICES ORGANIZATION

May 03, 1999

OFFICE OF THE

MAY 10 1999

DIRECTOR OF EDUCATION

Merv Matier
Secretary of the Board
Board of Education
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Merv:

It has come to our attention that certain funding decisions have been made that will have a range of impacts on students who need ESL instruction in the Hamilton–Wentworth region.

Settlement and Integration Services Organization (SISO) is a community-based one-stop agency, which provides programs and services to facilitate and support immigrants and refugees in the process of settlement and integration. SISO works with both groups and individuals within the Hamilton-Wentworth region and utilizes a culturally sensitive and linguistically appropriate approach in all areas of programs and services delivery. Our commitment is to assist our clients and the communities we serve and represent in attaining economic self-sufficiency, self-directed integration and active participation in all aspects of the society. Our services are primarily directed towards immigrants and refugees, with specific consideration for newly-arrived and longer-term immigrants, women, youth and racial minority peoples. Last year we served over 16,000 new Canadians. Many of them have school-aged children whose first language is not English, therefore this new system will create extra barriers for them to attend school in Canada.

We are concerned that this will have adverse effects on these students who need to be integrated quickly into society. Language is a fundamental integrative tool, and we are afraid that students who do not have access to ESL will be set up for failure.

We would like the opportunity to voice our concern at the June Board meeting. We will contact you within the next two weeks to confirm the details of our presentation.

Sincerely,

Desmond Pouyat
President

Morteza Jafarpour
Executive Director

135 Rebecca Street, Hamilton, Ontario L8R 1B9
Tel.: (905) 521-9917 • Fax: (905) 521-9216 • e-mail:siso@icom.ca

5-1

SETTLEMENT AND INTEGRATION SERVICES ORGANIZATION

May 28, 1999

Dear Madam/Sir:

I would like to thank you, on behalf of Settlement and Integration Services Organization for giving us the opportunity to discuss with you the issue of the new funding formula that is being implemented by the Board of Education.

Settlement and Integration Services Organization (SISO) is a community-based one-stop agency, which provides programs and services to facilitate and support immigrants and refugees in the process of settlement and integration. Last year we served over 16,000 new Canadians, many of them have school-aged children whose first language is not English. Therefore, this new funding formula which has led to reduction of ESL teachers will create further hardship not only for the new immigrants but also for community at large, with long ranging deep negative impacts.

Hamilton is a large immigrant-receiving centre in Canada as first destination as well as a noted destination for secondary migration. Census 96 shows that more than 30% of Hamilton population is first generation immigrants.

At SISO we strongly believe that this formula will jeopardise the future of our children in the Hamilton area. Furthermore, we strongly believe that the trustee should revoke it. It is our duty to the future of our children, and to ensure that quality education is guaranteed to all students.
Our presentation, on June 2 1999, will focus on the consequences of the new funding formula, and the reasons why it should be revoked, based on the considered views and experiences of experts on education.

Thank you,

Mozan Chavaib
Settlement and Integration Services Organization

135 Rebecca Street, Hamilton, Ontario L8R 1B9
Tel.: (905) 521-9917 • Fax: (905) 521-9216 • e-mail:siso@icom.ca

#6

OFFICE OF THE
APR 30 1990
DIRECTOR OF EDUCATION

Dear Secretary of the Board,

I am writing this letter on behalf of myself and the other families that have students graduating from school this year. At this time we are requesting the opportunity to have fifteen minutes at your meeting next Thursday evening May 6, 199 to address our concerns over the lack of services for our handicapped young adults. Attached you will find the format of our presentation. I hope this will be within the guidelines of the regulations.

Please refer to the attached letter for our presentation.

Thank you for your time
Yours Truly
Dawn Laidman
(for and with all the graduates)

We are writing to present our request for the opportunity for our students to remain in school for the next year (1999-2000). We have been in contact with the Hamilton Wentworth District Board of Education regarding concerns about our students being in their last year of education.
We are very concerned about what opportunities will be available for them. At the present time there is very little that the **Hamilton Association for Community Living** can do for us as their resources are very limited. (Pg. 1) attached.

We are to understand that there is a pilot project that our board could buy into for handicapped adults over the age of 21 (Pg. 2) attached, but to our knowledge this has not happened. We have been in contact with Mrs. Nancy Harper (Special Education Co-ordinator), Mrs. Marguerite Botting, (Superintendent of Instructional Services), Mr. Jeremy Abrahams (Consultant), the principals and the teachers of our students. None of these people can give us any insight to what is happening with this project. We are now coming to you to be the advocates for these students who otherwise will have nowhere to go and nothing to do if this pilot project is not enforced.

In the document "**Special Edition: Volume 4 Jan. '99** from M. Botting and N. Harper", it states that an IP&RC Committee may reocmmend that an exceptional pupil who is 21 years of age or older remain in a secondary day school program. (Pg. 3)

There is also your new draft that is called, "**Striving to Become the New US**" (Pg. 4) where you say everyone is equal. If this is the case we would like to know why "normal" people can continue their education as long as they like but handicapped individuals are only able to go to school until they are 21 or they have been in the Secondary System for seven years. (whichever comes first)

We have also contacted the **Special Services at Home** for support in regards to September 2000 but as you know they are a last resort service and they are not able to do programming, and cannot help in this regard.
It is very disheartening to have our children at home, keeping them in a family setting, successfully attending school for all these years, struggling to do what is best for them and asking for nothing. Only to find when we need help the most there is not the adequate support there for us.

We have had the support of the Education System since our young adults were children and now when they need it the most we are counting on the Board's continued support.

If they were "normal" students, they would have the option of staying in school, going to college or applying to university but because they are handicapped the system is saying we cannot help you. We are at a loss as to how you can say as a board that everyone is considered an equal when these young adults are unable to continue their education.

We hope that you will consider our proposal for the pilot project supporting the direction given in the Special Edition document that will enable our students to remain in school beyond the age of 21. Secondly, to facilitate that, we encourage the Board to pursue the funding offered by the Ministry.

Yours truly,

The parents, advocates
and the graduating handicapped adults

Hamilton Association for Community Living

191 York Blvd.
Hamilton, Ontario L8R 1Y6

Telephone 528-0281
Fax 528-5156

April 28, 1999.

Special Education Committee,
100 Main Street West,
Hamilton, Ontario.
L8P1H7.

Dear Secretary of the Board:

I am writing this letter in support of Mrs. Laidman, and the other families who have requested that the Board of Education pursue funding through the Ministry of Education and Training, for the pilot project, which would allow their sons/daughters to remain in school for an extended period of one to three years, past the age of 21.

The rational for this pilot project has been stated such that there must be an indication that the student could benefit from the additional period of time in school, with the emphasis being on preparation for transition. The second objective cited, states that it would reduce the number of students with developmental disabilities who exit the school system without a transition plan and/or day alternatives. It is clear that many of the graduates would meet both of these guidelines.

The Hamilton Association for Community Living has assumed an active role in transition planning with educators, families and students over the past several years. This planning has facilitated the inclusion and support of students in a variety of day options, utilizing individualized styles of support as well as administering Special Services at Home contracts.

The planning for graduates, including Angela Laidman, this past year has been particularly challenging for our agency. Our resources are constrained, as we do not receive additional funding to support the students. Individuals and their families, are requesting full time day options, requiring staff support. Unfortunately we are unable to accommodate these requests. The supports that we are able to provide, would be minimal, and of primarily a consultative nature.

Supporting individuals with developmental disabilities

A United Way Member Agency

Member of
Canadian Association for Community Living
Ontario Association for Community Living

In summary, I therefore concur with Mrs. Laidman, that it is imperative that the Board of Education pursue this pilot project funding on behalf of the graduating students, as for some, this may provide the only opportunity for day support and transition planning following graduation.

Should you require any further information or clarification on the information provided herein, I would be happy to respond, I can be reached at (905) 528-0281.

Yours truly,

Bryan H. Shields,
Executive Director.

BHS:jm

cc Laidman Family,
Janet Monahan, HACL Community Supports.

Ministry of Education and Training
Ministère de l'Éducation et de la Formation

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2
Telephone (416) 325-2100
Facsimile (416) 327-2063

Edifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2
Téléphone (416) 325-2100
Télécopieur (416) 327-2063

Deputy Minister
Sous-ministre

TO: DIRECTORS OF EDUCATION

FROM: VERONICA LACEY

DATE: MAY 5, 1998

RE: INITIATIVES TO ASSIST STUDENTS WITH DEVELOPMENTAL DISABILITIES REACHING AGE 21

This memorandum is to inform you of new government initiatives to assist students with developmental disabilities reaching the age 21.

As you know, the Education Act provides for free elementary education for students only up to the age of 21. Students who remain on the elementary school register in their late teens are mainly students with developmental disabilities. The Ministry of Community and Social Services (MCSS) has the lead role in providing programs and support services for adults (over age 21) with developmental disabilities. There is no entitlement to these programs and services, and there are waiting lists in many communities. Without day placements, some parents have been required to leave their jobs after a son or daughter reaches age 21 in order to care for them at home.

It is clear that in communities in which school boards and community agencies work closely together to plan transitions for students prior to leaving school, the number of persons leaving school without supports in place is much reduced. Recognizing this, the government has determined that it will now be a requirement for all school boards to work with community agencies to develop transition plans for students with disabilities, and to review and update these transition plans annually from the age of 14 until the students graduate or leave school.

This transition planning requirement has been included among the recent amendments to Regulation 305 which governs the Identification, Placement and Review process (which is described in a separate memorandum). Staff of the Ministry of Education and Training and the Ministry of Community and Social Services are developing joint guidelines for school boards and community agencies to assist them in formulating transition plans for students with developmental disabilities.

It is anticipated that transition planning will ultimately reduce the number of students with developmental disabilities who leave school at age 21 without support programs and services in place.

In the interim, the government has decided to establish, on a pilot project basis, a program to fund a number of students to remain in school for one, two or three years beyond age 21. This program will support some students with developmental or other disabilities which severely limit their ability to learn, where there is an indication that the student could benefit from remaining in a school setting for an additional period of time. School boards will be able to apply one year at a time for funding to enable students turning 21 to remain in their programs with intensive preparation for transition to the community. If schools do not have suitable programs with space available they will not be obliged to apply for funding.

The Ministry of Education and Training will award funds, up to the total funds available, at the rate these exceptional students would generate through the new funding model if they were under 21. The students to be funded will be selected from a ranked list prepared by an external committee appointed by the Ministry.

More specific details regarding this program and the funding process will be made available to you in the near future. It is the Ministry's intention that a program will be in place for the 1998/99 school year.

I am aware that it has been several months since the government committed to taking action in this area. The complexity of this issue has required a thorough review of the options by the Ministries of Education and Training and Ministry of Community and Social Services. The two initiatives described above will meet the government's objective to reduce the number of students with developmental disabilities who leave school without appropriate alternatives.

I would like to thank you for your assistance in implementing these initiatives .

Veronica Lacey
Deputy Minister

c.c. District Office Managers
Lynn Ziraldo, Chair, Minister's Advisory Council on Special Education
S. Herbert, DM, Ministry of Community & Social Services

Special Edition:
Volume 4 Jan. 99
From: Marguerite Botting
Nancy Harper

draft

9. Subject to the Health Care Consent Act, 1996, the committee shall also obtain and consider a psychological assessment of the pupil if the committee determines that the assessment is required to enable it to make a correct identification or placement decision.

10. Where the committee determines that it would be useful to do so and the pupil is less than 16 years of age, the committee shall, with the consent of a parent, interview the pupil.

11. A parent of the pupil has a right to be present at the interview.

12. The committee shall also consider any information about the pupil submitted to it by a parent of the pupil an, where the pupil is 16 years of age or older, the pupil.

13. The committee shall consider any information submitted to it that it considers relevant.

* 14. As soon as possible after the chair of the committee obtains any information relating to the pupil, the chair shall provide the information to,
a) a parent of the pupil, and
b) the pupil, where the pupil is 16 years of age or older.
(NOTE: This does not apply to oral information submitted at the IPRC).

* 15. At the IPRC, the committee may:
a) discuss any proposal for special education services or special education programs and SHALL do so at the request of a parent or a pupil who is 16 years of age or older,
b) make recommendations regarding special education programs and special education services
c) recommend that an exceptional pupil who is 21 years of age or older remain in a secondary day school program.

* 16. The IPRC shall not make decisions about special education services or special education programs.

resource time, entrances, K. A

17. An IPRC may be held after a placement has been in effect for three months.

* 18. For a review IPRC, the committee shall consider the pupil's progress with reference to the pupil's IEP, with written permission of a parent of the pupil.

19. A parent and a pupil 16 years of age or older have the right to have a representative present for support.

DRAFT

Striving to Become the New "Us"

BELIEFS

- ✓ We believe that all individuals deserve to be treated fairly and with dignity.
- ✓ We believe that all individuals have rights and responsibilities.
- ✓ We believe that we all share the responsibility for a healthy and safe environment.
- ✓ We believe that each individual has a responsibility to contribute to society in a positive way.
- ✓ We believe that all individuals have the capability and deserve the opportunity to learn.
- ✓ We believe that decision-making processes should provide for consideration of the needs of those affected by the decision.

DECISIONS WILL BE CONSISTENT WITH OUR BELIEFS, AND...

- ✓ Improve student performance
- ✓ Be educationally sound
- ✓ Be fiscally responsible

ASPIRATIONS FOR OUR SCHOOL SYSTEM

Our students will:

- strive to reach their individual potential
- value life-long learning
- experience and contribute to a safe, secure and supportive learning environment

Aspirations continued

- demonstrate respect for themselves and others
- meet the learning expectations of the curriculum
- function well both independently and co-operatively
- develop and demonstrate the critical and creative skills to become effective problem-solvers
- be self motivated and willing participants in their own learning
- develop and demonstrate the skills, knowledge and attitudes to be contributing responsible members of society
- enhance their social, intellectual, athletic, and artistic development through curricular learning opportunities

Our staff will:

- demonstrate a commitment to the beliefs of the HWDSB
- have and seek opportunities for life-long professional growth and reflection
- work in and contribute to a safe, healthy and positive environment
- be partners in the decision-making process
- strive for excellence through clear expectations/standards for performance
- have opportunities to influence, understand and take ownership of future directions
- demonstrate a commitment to the delivery of a full-service model of education
- be respectful of students and their needs
- be held accountable for their actions
- communicate openly with students, other staff and the community

Our parents and guardians will:

- have the opportunity to influence and understand future direction
- advocate for public education
- participate in a partnership with the school through commitment and active involvement
- communicate openly with teachers and school personnel

DRAFT



The Hamilton-Wentworth District School Board

We welcome your input on
these Beliefs and Aspirations.

Are they clear?
Can you live with them?
Will you support them publicly?

Please give us your comments on these and other questions either by completing the form available through the Board's website (www.hwdsb.on.ca) or by completing and returning the validation sheet to M. Matier, Director of Education.

Thank you!

DRAFT



6-9

Striving to Become the New "Us"

Beliefs and Aspirations for The Hamilton-Wentworth District School Board

A C T I O N I T E M S

EDUCATION COMMITTEE
1999 06 02

#7

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.
Signature: M Matier
Date: May 28/99

To: Merv Matier
Director of Education

From: Marguerite Botting
Superintendent of Instructional Services

Date: 99.05.25

Re: **"Over 21" Funding**

Recommended Action:

Moved by _____ that a committee be established to develop a funded program which supports students who are over 21 years old and have not completed seven years of secondary programming. The committee membership will be:

- Superintendent of Education – Secondary (responsibility for Continuing Education)
- Superintendent of Instructional Services
- Principal for Continuing Education
- Representative parents
- S.E.A.C.
- Community Support Group representatives
- Special Education department representative
- Secondary School administrator
- Trustee

Moved by _____ that all students who are over 21 years old receive program support commensurate with the funding available.

Moved by _____ that all students who are over 21 years old continue with the previous level of program support until the seven years of secondary schooling is complete.

Moved by _____ that all students who are over 21 years old have a continuance of existing program support for the school year 1999-2000. Subsequent to this year, a program that is fully funded and appropriate for these students will be implemented.

Rationale:

With the advent of education funding reforms, students who are older than 21 years are adversely impacted. Grants are $ 2,257 or one-half the regular grant amount. This reduction in funding becomes significant when the student has special needs and requires intensive support. In these situations, a student meets two conditions:

1. The student is over 21 years old.
2. Legislation entitles the student to seven years of secondary programming and the student has time remaining before the seven years is completed.

A special needs student often is in high-cost special program with individualized educational-assistant support. We have a dilemma: our Board receives minimal funding, but our program costs can be as high as $35,000 for one student. When this cost is multiplied by the number of students within Glenwood and our secondary schools, we must acknowledge the negative funding impact and plan for resolutions that support students within the funding model.

#8

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.

Signature: _____

Date: May 25/99

TO: Merv Matier, Director of Education

FROM: Marguerite Botting, Superintendent of Instructional Services
Eric Hipkiss, Administrative Support, Special Education

DATE: 1999 06 02

RE: **THE SPECIAL EDUCATION CONSOLIDATION PLAN FOR 1999-2000**

Recommended Action:

Moved by _____ that the Special Education Consolidation Plan for 1999-2000 be approved.

Background:

The Consolidation Plan was developed in response to a number of pressures.

1. Through the budget process, Executive Council identified the needs to make reductions in special education staffing for 1999-2000. In addition to reduced numbers of resource teachers, the elementary panel moved from 134 special classeS to 120 and at the secondary panel from 20 special classes to 18.

2. In April, principals and parents requested 340 IPRC's to address needs for high-risk students. From these IPRC's, there were 317 recommendations for special classes. A number of these students would sit on "waiting lists" as there was insufficient room in the existing special class base.

3. Through the Early Identification process, it is known that over 100 JK and SK students have special needs. Our ISA funding is frozen and our human resources have been reduced; thereby, creating more pressure on special class placements for particularly high need students.

4. The new model for allocation of teachers dictates that each teacher will have a class for 50% or more of the school day. This has created a dramatic response in accommodation needs. Schools that previously hosted special classes were now stating that all classrooms were required for regular programs. New sites for special classes had to be found and ability to support integration become critical elements.

The process for gathering information and developing a response to a draft plan was exhaustive. In many schools, principals discussed with School Councils and parents the problems with reduced staffing and accommodation limitations. All suggestions were respected and reviewed and were finally incorporated into the draft Special Education Consolidation Plan. This draft was reviewed by numerous groups over a period of time.

- Superintendents of Education
- Principal Advisory Team for Special Education
- Principals of middle and K-8 schools
- Principals of junior (JK-5/6) schools
- Principal focus groups for specific special classes
- Principals of secondary schools
- Executive Council

Each group was asked to respond. The Consolidation Plan was shared with Executive Council and approved on April 30, 1999. It was reviewed by SEAC on May 26, 1999.

Given the pressures that are described above, the Consolidation Plan is one that addresses reductions in staffing and accommodation; yet, it makes a strong attempt to provide a range of placements for students presently in special class and those who are recommended to special class. Our principals and special education staff have worked countless hours to provide for our special needs students within the resources available.

Please note: staff were true to their aspirations –

- demonstrate a commitment to the delivery of a full service model of education
- be respectful of students and their needs

Each and every student was considered as an individual with every effort being made to support their academic, social, emotional and physical needs.

SPECIAL CLASS PROGRAMS

1999 – 2000

DEVELOPMENTALLY DELAYED

Primary/Junior
Collegiate Avenue
Huntington Park
Seneca
Centennial
Beverly Central

Secondary
Sir Winston Churchill (2)
Sherwood (2)
Westmount
Westdale
Ancaster

Intermediate
Viscount Montgomery
Highview
Spencer Valley

Special Day School – Glenwood/Fairview (9)

MULTIPLE/PHYSICAL

Primary
Gordon Price

Intermediate
Highview

Junior
Woodward
Queen Mary
Gordon Price

PHYSICAL

Junior/Intermediate
Queen Mary

Secondary
Sherwood

AUTISTIC

Primary
Westwood

Intermediate
Highview

Primary/Junior
A.M. Cunningham

Secondary
Sir Allan MacNab (2)

Junior
Westwood

COMPREHENSIVE – INTELLECTUAL (MID)

Primary

Dr. J.E. Davey
Lincoln Alexander

Junior

Queen Mary
Linden Park
Dundana
Yorkview
Fessenden

Intermediate

Green Acres
Hillcrest
R.A. Riddell
Tweedsmuir
Dundas District

COMPREHENSIVE – COMMUNICATION (Junior)

Billy Green
Green Acres
Collegiate Avenue
Mt. Albion
Sir Wilfrid Laurier
Richard Beasley
Eastmount Park
Roxborough Park
Queen Mary
Fairfield
Lloyd George
Holbrook
Ridgemount
Robert Land
King George
Centennial
Strathcona
Greensville
Beverly Central
Grange
Dundas Central

COMPREHENSIVE – COMMUNICATION (Intermediate)

Memorial (St. Cr.)
Mt. Albion
C.B. Stirling
Highview
Hampton Heights (2)
Lawfield
Glen Brae
Viscount Montgomery
Elizabeth Bagshaw
Hillcrest (2)
W.H. Ballard
Queen Mary
Adelaide Hoodless
Chedoke (2)
Westview
Bennetto
Tweedsmuir
Dalewood
Dundas District
Spencer Valley
Ancaster Sr.

COMPREHENSIVE – Secondary Schools

Sir Winston Churchill
Scott Park
Westdale
Hill Park
Sir Allan MacNab
County West – to be determined by Executive Council

HEARING IMPAIRED

Preschool
Queensdale
Pleasant Valley

Kindergarten
Queensdale

Primary/Junior
Queensdale

Intermediate
G.L. Armstrong

GIFTED

Junior
Viscount Montgomery
Holbrook

Intermediate
Viscount Montgomery
Hampton Heights
Dalewood (2)
Westview (2)

BEHAVIOUR

Primary
Glen Echo
King George
Franklin Road

Junior
Lisgar
Lincoln Alexander
Sanford Avenue
Queen Victoria
Dundas Central

Intermediate
Hillcrest
Cardinal Heights
Tweedsmuir
Dundas District

COMMUNICATION/PRIMARY SPEECH & LANGUAGE

Green Acres
Lisgar
Sir Isaac Brock
Franklin Road
Pauline Johnson
Helen Detwiler
Robert Land
Strathcona
Dundas Central

COMMUNICATION/PRIMARY SLD

Sir Wilfrid Laurier
Sanford Avenue
Seneca

#9

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.
Signature:
Date: May 28/99

Date: 1999 06 02

To: Merv Matier, Director of Education

From: Marguerite Botting, Superintendent of Instructional Services

Re: **Special Class Admission and Demission Criteria Policy**

Recommended Action:

Moved by _____ that the Special Class Admission and Demission Criteria Policy be approved.

Rationale:

Prior to amalgamation, each former Board had an array of special class programs and associated criteria for admission and demission. The Hamilton-Wentworth District School Board *Special Class Admission and Demission Criteria* document was developed in order to provide a clear and consistent set of criteria for use across the new Board.

When a student is referred to an IPRC, the committee members must review all information and provide two recommendations:

1. Identification of exceptionality
2. Placement

This criteria for admission and demission into special classes provides guidelines for the decision as to which program will likely be the "best option" in which the student's needs can be supported.

Since criteria can both include and exclude, it was important that the criteria be reviewed by many groups: parents, administrators, special education teachers, and Instructional Services support staff. To this end, stakeholders were given several opportunities to provide input over a five-month period. In addition to collecting written submissions from principals and teachers throughout the system, several small and large-group discussion meetings were used to gather opinions and recommendations. Using guidelines outlined by SEAC, a working committee was formed to integrate the information and to create a document that would reflect the needs and priorities of the system. Several drafts of the document were created and reviewed by primary stakeholders. The Special Class Admission and Demission Criteria document was approved by SEAC on May 12, 1999.

Members of the working committee include:

Dr. Marie Bountrogianni	Supervisor, Psychological Services Co-Chair
Dr. Kathy Short	Psychological Services, Co-Chair
John Bradley	Teacher, Ryerson Middle School
Gene Bucci	Teacher, Highview School
Edie Edwards	Teacher, Grange School
Nancy Harper	Co-ordinator, Special Education Services
Jane Hashimoto-Banks	Teacher, Queen Victoria School
Nancy Herrell	Speech and Language Pathologist
Patricia Hutchinson	Principal, Woodward School - Elementary
Margaret Plant	Teacher, Strathcona School
Cheryl Poot	Consultant, Special Education Services - Secondary
Eva Rungi	Teacher, Eastmount Park School
Catherine Shackell	Parent, S.E.A.C. Member
Lisa Smith	Teacher, Green Acres School
Sandra Weresch	Teacher, Fernwood Park School

Policy No. 000

SPECIAL CLASS ADMISSION AND DEMISSION CRITERIA

DRAFT

Date Approved: 00/00

Projected Review Date: 00/00

POLICY STATEMENT: It is the policy of the Hamilton-Wentworth School Board to provide a range of services and programs for students with special needs. In keeping with Ministry regulations, the Board offers three placement options for exceptional students: regular class, special class and special day school. In order to provide equity of access to appropriate special class programs, it is necessary to establish clear admission and demission criteria.

Responsibility: Superintendent of Instructional Services

Preamble

a) The Admission and Demission criteria are guidelines for the Identification, Placement and Review Committee (I.P.R.C.) when it is considering a Special Education placement for an exceptional student.

b) Under Regulation 181, an I.P.R.C. shall, before considering the option of placement in a Special Education class, consider whether placement in a regular class, with appropriate Special Education services, would meet the pupil's needs and is consistent with parental preferences.

c) Identification and placement must be reviewed at least once within the school year at a Review I.P.R.C., unless parent(s) dispense with the Review I.P.R.C.

d) Evidence of successful integration in a regular program needs to be documented when considering demission for a student from special class to regular class.

e) The Hamilton-Wentworth District School Board is committed to involving parents throughout the whole process of identification and placement.

1.0 General Guidelines

THE STATEMENTS OUTLINED IN THIS DOCUMENT SHOULD BE VIEWED AS GUIDELINES ONLY. THE UNIQUENESS OF EACH STUDENT MUST BE RESPECTED.

1.1 Parents/guardians MUST be involved in the whole process of their child's identification and placement. Parental involvement would begin with school-based meetings, leading up to consideration of identification and placement.

1.2 Consideration of identification and special class placement will usually occur only after modified or replacement programs have been implemented, documented and evaluated but have not proven sufficient to meet the student's needs. These programs should be documented in an Individual Education Plan (I.E.P.) and given reasonable time to demonstrate the rate of success.

1.3 The needs of the whole child must be taken into consideration. This may include cognitive, cultural, emotional, medical, social and socio-economic issues. Behaviour issues will not exclude a student from any type of special class unless behaviours, such as ongoing violence, chronic non-compliance and persistent opposition to authority, are consistent impediments to learning. In these cases, students will be considered for a behaviour class.

1.4 The I.P.R.C. must ensure that the parent/guardian gives informed consent for placement in a special class (parent/guardian understands the nature of the special class, the advantages and disadvantages of the placement decision, the review process, the expected outcomes and the ability to withdraw consent at any time).

1.5 Parent/guardians have the right to accept or reject the I.P.R.C. recommendations for identification and placement. When the I.P.R.C. determines that more than one placement option appears to be equally suitable for the student, parents shall make the final decision.

1.6 Once a student is placed by an I.P.R.C., an educational program is designed for him/her on the basis of individual needs. Programs are outlined in a student's I.E.P. at levels commensurate with the student's needs and should adhere wherever possible to the Ontario Curriculum.

1.7 It is an expectation that attendance, as well as parent and student commitment to the program, is a prerequisite to continuing in the special class.

1.8 When a student is identified with a dual exceptionality, the more significant exceptionality will take precedence in placement decisions by the I.P.R.C.

1.9 Any student arriving in the H.W.D.S.B. from special class placement in another Board will be reviewed by the home school's multidisciplinary team to determine if identification and special class placement are necessary.

1.10 Regular class programming can generally provide for a range of academic functioning two years above or below grade level.

2.0 Special Class Programs

1.1 Autistic Class

ADMISSION: A candidate for admission to an Autistic Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Exceptional - Communication/Autism
- would benefit from a structured setting with emphasis on behaviour management strategies, social and communication skills development
- has received replacement programming for a SIGNIFICANT portion of the school day

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has social and/or academic needs that can be met more successfully within a different special class, special day school, or regular class
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 6

1.2 Behaviour Class

ADMISSION:A candidate for admission to a Behaviour Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Exceptional - Behavioural
- has persistent difficulties despite extensive behavioural support as documented in an I.E.P., indicating the frequency, duration and nature of strategies/resources used
- has a need for a structured setting with an emphasis on behaviour management strategies

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- the behavioural functioning is no longer the most significant determining influence on the child's academic success or social adjustment in school
- has social and/or academic needs that can be met more successfully within a different special class setting
- has the ability to succeed in a regular class with resource and/or learning centre support

Maximum Class Size - 8

1.3 Communication Class

ADMISSION: A candidate for admission to a Communication Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Language Impaired, OR Communication - Learning Disability with a severe language deficiency
- has received replacement programming for a SIGNIFICANT portion of the school day in English and/or Mathematics as documented in an I.E.P.
- has assessed reading and writing achievement levels more than two years below expected grade level
- has a need for a structured setting with emphasis on intensive oral and written language development

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the school day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 10

2.4 Comprehensive Class

ADMISSION: A candidate for admission to a Comprehensive Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Learning Disabilities (with below average intellectual ability) OR Intellectual - Mild Intellectual Disability (with documented academic achievement above assessed cognitive ability)
- has received replacement programming for a SIGNIFICANT portion of the school day in English and/or Mathematics as documented in an I.E.P.
- has a need for a structured setting with emphasis on intensive academic development with a focus on repetition, reinforcement, concrete examples and compensatory strategies

DEMISSION:A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 16

2.5 Deaf and Hearing Impaired

ADMISSION: A candidate for admission to a Deaf and Hearing Impaired Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communications - Deaf/Hearing Impaired
- meets Ministry criteria for alternative educational programs or have a hearing loss which, in combination with additional language-based deficits, significantly impacts upon his/her educational development
- requires an individualized program which may include direct service instruction for at least 50% of the day
- has received within the past year a pure tone and speech reception audiological assessment and a speech/language consultation or assessment by a Speech and Language pathologist

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- has a need for less intensive level of support or needs that could be met in a regular class with support, including a teacher of the hearing impaired
- has a significant positive change in the level of hearing
- has social and/or academic needs that can be better met in a different type of special class

Maximum Class Size - 10

2.6 Developmental Disability (Day School)

ADMISSION: A candidate for admission to a Developmental Disability - Day School should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Developmental Disability
- has an inability to profit educationally in a different type of special class or in a regular class even with up to 50% support
- has a need for instruction in basic communication, academic, self-care, life and social interaction skills

IN ADDITION, THE CANDIDATE MAY DEMONSTRATE ONE OR BOTH OF THE FOLLOWING:

- has intellectual, academic, social and/or emotional needs that could be most successfully met in a Special Day School setting
- has a need for extensive medical intervention

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size - 10

2.7 Developmental Disability (Special Class)

ADMISSION: A candidate for admission to a Developmental Disability - Special Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Developmental Disability
- has an inability to profit educationally in a different type of special class, or in a regular class with up to 50% support
- has a need for instruction in basic communication, academic, self-care, life and social interaction skills

DEMISSION:A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- requires a different type of special class, or a special day school setting as documented through observation and assessment
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size - 10

2.8 Gifted Class

ADMISSION: A candidate for admission to a Gifted Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for Intellectual - Giftedness
- has documented, significant intellectual, academic and/or social needs which can be more successfully met in a special class rather than in a regular class with available support

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- has academic and/or social needs that could be met more successfully within a different classroom setting

Maximum Class Size - 25

2.9 Learning Disability Class

ADMISSION: A candidate for admission to Learning Disability Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Learning Disability
- has received replacement programming for a SIGNIFICANT portion of the school day in English and/or Mathematics as documented in an I.E.P. indicating achievement more than two years below current grade level
- has learning needs that cannot be successfully met through in-school intervention, resource and/or learning centre support
- the best estimate of cognitive functioning is in the average (within one standard deviation of the mean) or above average range as measured by a standardized psychological assessment
- has a need for a structured setting with emphasis on intensive instruction in compensatory strategies and fundamental skill development in academics

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 8

2.10 Mild Intellectual Disability Class

ADMISSION: A candidate for admission to a Mild Intellectual Disability Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Mild Intellectual Disability
- has received replacement programming for a SIGNIFICANT portion of the school day in English and/or Mathematics as documented in an I.E.P.
- has a need for a structured setting with a life skills approach to learning with "hands-on" meaningful activities

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size - 16
12 at the Primary Level)

2.11 Muliple Class

ADMISSION: A candidate for admission to a Multiple Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for Multiple
- has an inability to profit educationally in a different type of special class or in a regular class even with up to 50% support
- requires a multifaceted approach to education
- has significant physical limitations or ongoing medical issues

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has physical, academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 6

2.12 Physical Class

ADMISSION: A candidate for admission to a Physical Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Physical disability
- has an inability to profit educationally within a regular class even with up to 50% of the day with support available or a different type of special class
- requires significant amount of adult assistance for medical intervention or personal care throughout the day

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has physical academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size - 12

2.13 Primary Assessment Class

ADMISSION: A candidate for admission to a Primary Assessment Class should demonstrate all of the following:

- has evidence of factors which significantly affect educational performance but the most prevalent exceptionality cannot yet be determined
- has an inability to profit educationally within a regular class even with up to 50% support from the (learning) resource teacher or learning centre teacher as documented through formal and informal assessments and observations
- a system I.P.R.C. has gone into recess until required information is gathered through observation and assessment
- student is age appropriate in Grade 1 to 3 inclusive

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- an exceptionality can be specifically determined and the system I.P.R.C. will reconvene to determine identification and placement
- the ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size – No Ministry Class

2.14 Primary Speech and Language Class

ADMISSION: A candidate for admission to a Primary Speech & Language Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Language Impairment
- usually be Grade 1 age appropriate
- has a severe to profound expressive language delay
- has a need for a structured setting with emphasis on intensive expressive language development as documented in a Speech and Language assessment within the last twelve (12) months and a Speech and Language consultation within the last three (3) months
- has no evidence of sensory neural deafness

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be more successfully met within a different special class placement according to evaluation and assessment findings gathered by both the teacher and Speech and Language Pathologist
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications
- no longer has a severe to profound expressive language delay
- usual placement time should be two years

Maximum Class Size – 10

#10

Approved for distribution by the Director.

Signature: _____

Date: May 28/99

DATE: June 2, 1999

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond, Superintendent of Education
Dave McIsaac, Principal, Adult and Continuing Education

RE: **ADULT AND CONTINUING EDUCATION UPDATE**

RECOMMENDED ACTIONS:

Moved by _____ that the Adult and Continuing Education Update be received for information and that an Annual Year-end Report be presented to the Education Committee in the fall of 1999 in conjunction with the Financial Department.

Moved by _____ that the job descriptions for secretarial positions within Adult and Continuing Education be reviewed in conjunction with the Human Resources Department.

Moved by _____ that until the secretarial job description review is completed, the Principal Adult and Continuing Education be allowed to hire special task/assignment secretarial staff, as required, through external funding

Moved by _____ that the Hamilton-Wentworth District School Board consider Adult and Continuing Education as part of the Accommodation planning.

BACKGROUND INFORMATION AND RATIONALE:

Annual Adult and Continuing Education reports have been a regular practice in the former county and city Boards. These reports have provided trustees with an ongoing update regarding the effectiveness and economic viability of each of the programs within the portfolio of Adult and Continuing Education.

In the 1997-98 school year, due to amalgamation during the year and the existence of two Adult and Continuing Education programs and principals, no annual report was presented.

Effective September, 1998, Dave McIsaac became the Principal of Adult and Continuing Education for the Hamilton-Wentworth District School Board. Since September, Dave has been working to streamline parallel functions, to avoid duplication of services, to consolidate two budgets, and to determine existing and new directions for Adult and Continuing Education programs. Although the newly amalgamated Adult and Continuing Education department has been in operation for less than one school year, this report is being presented to provide you with an update on the status of Adult and Continuing Education to date. A complete Year-End Report will be provided to the Education Committee in the fall of 1999, following the August financial year-end.

A visual power point presentation has been developed to accompany the attached hard copy, as requested by trustees.

Hamilton-Wentworth District School Board

Adult & Continuing Education

Program & Financial Update

September 1, 1998 to March 31, 1999

Programs Offered Prior to Amalgamation

County (Stoney Creek)

Programs	Classes
ABE	4
ESL	39
LINC	7
Gen'l Interest	18
Int'l Languages	2
Evening School	8
Summer School	0
Total	78
Admin. Staff	4.5

City (Briarwood)

Programs	Classes
ABE	6
ESL	85
Jackson High	28
Gen'l Interest	25
Int'l Languages	208
Evening School	127
Summer School	77
Total	556
Admin. Staff	5

After Amalgamation

- ⇨ We continue to provide all programs that existed prior to amalgamation.
- ⇨ Present administrative staff consists of 1 principal, 1 teacher, 3 secretaries, and 1 ABE/LINC coordinator.
- ⇨ This represents a reduction of 1 principal, 1 administrative assistant, and 1.5 secretaries.
- ⇨ Reporting required for special programs (ABE and LINC) has increased the demand on reduced secretarial time.
- ⇨ Additional funding for secretarial assistance has been built into ABE and LINC proposals ($10,000 in 98-99).

Adult Basic Education (ABE)

Program Description:

ABE is a skill development program in Mathematics and English (grades 1-8) designed for self-paced, one-on-one instruction in a flexible, adult environment.

Classes: 10	**Clients: 120**
Revenue: (Ministry of Education Grant)	**$274,664.00**
Total Expenditures:	**$274,664.00**
Balance as of March 31. 1999:	**$ 0.00**

English as a Second Language (ESL)

Program Description:

ESL is a program designed to provide the full range of English language instruction (basic to advanced) to adult Canadian citizens, landed immigrants and refugees.

Classes: 124	**Clients: 1,043**
Revenue: (Ministry Registers)	**$596,657.00**
Total Expenditures:	**$445,836.00**
Balance as of March 31. 1999:	**$150,821.00**

Evening School Credit

Program Description:

This program is designed to provide credit courses to individuals seeking their high school diploma. Availability of courses is determined by student needs during registration.

10-6

Classes: 135	**Clients: 2,475**
Revenue: (Ministry Registers)	**$324,521.00**
Total Expenditures:	**$297,825.00**
Balance as of March 31. 1999:	**$26,696.00**

General Interest Courses

Program Description:

This program offers a wide variety of skill development and interest courses as a response to the needs of the local community. Individuals sign up for courses offered on a fee for service basis.

Classes: 43	**Clients: 605**
Revenue: (Fees for Service)	**$148,251.00**
Total Expenditures:	**$85,658.00**
Balance as of March 31. 1999:	**$62,593.00**

International Languages

Program Description:

This is an elementary program (K-8 non-credit) designed to provide an opportunity for individuals to develop fluency in other languages as well as to learn the history and culture of other countries.

Classes: 210	**Clients: 4,105**
Revenue: (Ministry Registers)	**$184,483.00**
Total Expenditures:	**$153,905.00**
Balance as of March 31. 1999:	**$30,578.00**

Jackson High

Program Description:

This day-school credit program is designed to provide a flexible classroom setting for students between the ages of 17 and 21 who have experienced difficulty with the mainstream classroom environment. Students concentrate on fewer credits at one time and are provided with full instruction and counseling as required.

Classes 28 **Clients: 130**

Revenue: **$204,920.00**
(Ministry SIS)

Total Expenditures: **$135,207.00**

Balance as of March 31, 1999: **$69,714.00**

Language Instruction for New Canadians (LINC)

Program Description:

The objective of this program is to provide English language instruction to eligible adult immigrants, to facilitate their social, cultural, economic, and political integration into Canada.

Classes: 7	**Clients: 60**
Revenue: (Federal Grant)	**$284,117.00**
Total Expenditures:	**$284,117.00**
Balance as of March 31. 1999:	**$ 0.00**

Summer School

Program Description:

This program is designed to provide an opportunity for students to upgrade previously taken courses or to take a new course during the summer break.

Classes: 77

Clients:1,840

Revenue:
(Ministry Registers)

No Figures Available

Total Expenditures:

No Figures Available

Balance:

No Figures Available

Summary Sheet

September 1, 1998 to March 31, 1999

Programs	Revenue	Expenditures	Balance
ABE	$274,664	$274,664	$0.00
ESL	$596,657	$445,836	$150,821
Evening School	$324,521	$297,825	$26,696
Gen'l Interest	$148,251	$85,658	$62,593
Int'l Languages	$184,483	$153,905	$30,578
Jackson High	$204,920	$135,207	$69,714
LINC	$284,117	$284,117	$0.00
Summer School	Program Offered in July 1999		
Administration	$ 0.00	$144,173	($144,173)
Balance as of March 31, 1999:			$196,229

10-12

Summary Sheet

September 1, 1998 to March 31, 1999

Programs	Teachers/Instructors	Clients
ABE	10	120
ESL	124	1,043
Evening School	135	2,475
Gen'l Interest	43	605
Int'l Languages	210	4,105
Jackson High	5	130
LINC	7	60
Summer School	77	1,840
Totals	611	10,378

Recommendations

- That the Adult and Continuing Education Update be received for information and that an Annual year-end Report be presented to the Education Committee in the fall of 1999 in conjunction with the Financial Department.
- That the job descriptions for secretarial positions within Adult and Continuing Education be reviewed in conjunction with the Human Resources Department.
- That until the secretarial job description review is completed, the Principal of Adult and Continuing Education be allowed to hire special task/assignment secretarial staff, as required, through external funding.
- That the Hamilton-Wentworth District School Board consider Adult and Continuing Education as part of the Accommodation planning.

10-14

#11

Approved for distribution
by the Director

Signature: [signature]

Date: May 28 /99

DATE: June 2, 1999

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond, Superintendent of Education
Dave McIsaac, Chief Administrative Officer, ABC etc...

RE: **ANNUAL REPORT OF THE ADULT-BASED CONTINUING EDUCATION AND TRAINING CORPORATION (ABC etc...)**

RECOMMENDED ACTIONS:

Moved by _____ that the Annual Report of ABC etc... be received for information.

Moved by _____ that the Hamilton-Wentworth District School Board enter into an annual lease arrangement with ABC etc... for the Red Hill School, effective September 1999, with the terms and conditions that are satisfactory to the Board's legal solicitor.

BACKGROUND INFORMATION AND RATIONALE:

The Adult-Based Continuing Education and Training Corporation (ABC etc...), approved by the former city Board as an arms length corporation, was incorporated on December 23, 1997.

In accordance with Board direction, the accompanying Annual Report of the Corporation was reviewed by the Board of Directors at the Annual meeting in April, 1999 and is presented for trustee information.

Brock University is expanding the educational programs at Briarwood for September 1999 and has requested additional space within the building. As a result, some Corporation and Continuing Education programs may need to be relocated. Also, the current facilities in Stoney Creek are becoming overcrowded and additional space is required in the vicinity. ABC etc... is prepared to lease Red Hill School to accommodate the space requirements for the Corporation and Continuing Education.

ABC *etc*...

Adult-Based Continuing Education and Training Corporation

Annual Report

March 31, 1999

To All Members:

A MESSAGE FROM THE PRESIDENT:

Since the Adult Based Continuing Education and Training Corporation (ABC etc...) became incorporated on December 23, 1997, much energy has gone into the growth of the corporation. Over the past year directors have been elected, by-laws have been approved, officers have been appointed and auditors have been hired. The Board of Directors have met on a monthly basis to conduct business and monitor the operations of the corporation.

ABC etc... has two objects that are central to the understanding of our mandate and goals for the future.

To develop, establish, maintain and operate educational, training and re-training programs which, in the opinion of the Directors, will promote the cause of community education, training and re-training.

When the Directors deem it advisable, to make awards or gifts to individuals, organizations, corporations or institutions for accomplishment in or to assist in the furtherance and promotion of community education, training and re-training or research therein.

I am pleased to report that as of March 31, 1999 ABC etc... as a newly formed corporation has been successful in achieving these two objects. It is with great enthusiasm that I look forward to the ongoing expansion of the work of the corporation in our community.

A MESSAGE FROM THE CHIEF ADMINISTRATIVE OFFICER:

During the past year the corporation has attracted financial support, provided training to corporate clients and participated in partnerships which have allowed the corporation to reach self-sufficiency and offer expanded opportunities to the region.

ABC etc... has received external funding from Human Resources Development Canada which has allowed the corporation to hire staff and implement 4 much needed programs within our region: The Stoney Creek Career and Employment Resource Centre, The Briarwood Employment Assistance Program, The Youth Internship Employment Readiness Program, and the Youth Internship Computer Refurbishing Program at the Binkley Technology Centre.

The first of these programs is the Career and Employment Resource Centre in the Stoney Creek Adult Learning Centre. This program has provided more than 800 clients with a comfortable and safe environment as well as assistance in conducting their personal job search activities. This assistance included access to current resources, videos, published materials and Internet access for on-line job search. Computer, fax and telephone

equipment and training was also made available to clients to facilitate the development of effective resumes and cover letters as well as networking and follow up opportunities. Seminars and workshops were also provided as necessary to allow each individual client the greatest chance of success.

The second program is the Briarwood Employment Assistance Program at the Briarwood Adult Learning Centre. This program provides free assistance to clients, in groups of seven to ten, in a more structured setting. As of March 31, 1999 this program has assisted 35 individuals to successfully find full-time employment. The assistance includes skill and interest assessments, employment counseling, and a wide range of individualized workshops and seminars designed to result in full-time employment for each participant. This program also provides access to resources and equipment similar to the Resource Centre mentioned above and both programs actively share client referrals to best meet the needs of the individual. This program fits very well with the Continuing Education programs of the Hamilton-Wentworth District School Board and provides the often necessary next step for the Adult Learner - finding the right job.

The third program is the Youth Internship Employment Readiness Program also located at the Briarwood Adult Learning Centre. This program, while similar to the previous Employment Assistance Program, is actually a much more in-depth training and skill development program designed to focus on At-Risk Youth. As of March 31, 1999, the end date of this particular program, 39 individuals had been assisted with the improvement of their career awareness and the development of skills essential to completing a successful job search with increased confidence and expertise.

The fourth program is the Youth Internship Computer Refurbishing Program at the Binkley Technology Centre, operating out of Binkley School in West Hamilton. To date, 40 clients (30 At-Risk Youth and 10 Adult Learners) have been trained in this facility during the first two sessions of the program. This program is designed to provide clients with the skills and experience necessary to successfully complete the A+ Certification Exam: the national standard for Certified Computer Technicians. Participants receive 11 weeks of in-class and hands-on training from highly skilled professional technicians, followed by 10 weeks of on-the-job training at a variety of technology-related work sites within the community. Throughout the program, participants also receive training and assistance in job search techniques, resume and interview skills development, and personal presentation skills.

BENIFITS TO THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD:

- ABC etc... has been able to incorporate and operate for one year at no additional cost to the Hamilton Wentworth District School Board;
- The corporation has provided assistance to approximately 950 clients through its various programs;
- The daily operating costs for Binkley School, which was a closed facility, will be paid by ABC etc... for the period from November 1998 to June 1999;

- The close relationship that exists between the Hamilton Wentworth District School Board and ABC etc... has produced some very positive public relations within the business and government community;
- The new programs have been provided by ABC etc... employees which has not increased the workload of Hamilton Wentworth District School Board employees;
- A small number of computers have been repaired or built for the school system.

BUSINESS PLAN FOR APRIL 1, 1999 - MARCH 31, 2000

The next twelve months will see a continued expansion of existing programs and the creation of new programs designed to meet specific needs within the Hamilton-Wentworth Community. Examples of this expansion include changes to the Youth Internship Computer Refurbishing Program and the Binkley Technology Centre as a whole, as well as the introduction of two new Career and Employment Resource Centres and a number of new partnerships designed to increase the overall effectiveness and training opportunities within the region.

The expansion of an existing program can be seen in the Youth Internship Computer Refurbishing Program. The first two sessions of this program were funded through Human Resources Development Canada as an Internship Program for At-Risk Youth. Starting with the third session, however, this program will no longer be funded through HRDC but will be a self sufficient training program opening to a wider range of clients with an increased focus on training, skill development, and entrepreneurial ventures.

To this point, the Binkley Technology Centre (Binkley School) has been the home for the Youth Internship Computer Refurbishing Program alone. Starting in April, 1999 there will be several new programs opening in the facility in partnership with the newly expanded and independent Technology program. These newcomers include a partnership to provide a west-end site for the InterNetworking Program, and a partnership with Open For Business to provide a non-traditional Entrepreneurial Training program. Both of these programs are HRDC funded not-for-profit ventures. Also included in the list is a new ABC etc... program: The Binkley Technology Centre Employment Resource Centre.

The Binkley Technology Centre Employment Resource Centre is an example of a completely new program being developed by ABC etc... in partnership with Human Resources Development Canada to provide a much needed service in the west end of the city. This centre will be an expanded version of the Career and Employment Centre model provided previously in Stoney Creek. The Stoney Creek centre will also be closed and re-opened as a twin to this larger centre. The key improvements to the program include expanded advertising and involvement in community groups, fuller assessment procedures, linkages to local business and educational institutions, a wider range of seminars and workshops, and a much more proactive approach to dealing with the employment needs of the community.

One of the goals of the corporation is to provide a balanced offering of programs throughout Hamilton-Wentworth. This involves not only creating the programs and partnerships that are necessary to meet the needs of the community but also to provide a number of similar centres in key areas of the city to allow access for the greatest number of clients.

The Binkley Technology Centre is being developed to address the needs in the west end of the city, while the Briarwood Adult Learning Centre is working to provide for the central/east areas of Hamilton. The Stoney Creek Adult Learning Centre is growing to provide equivalent services to the rapidly expanding community of Stoney Creek. Along with the changes taking place within the Resource Centre in Stoney Creek, a second partnership is being developed with Open For Business to provide an east end location for their non-traditional Entrepreneurial Training program.

To further this end, the corporation is also looking for a central/downtown location large enough to support a wide range of programs and partnerships as well as a central or east mountain location to provide services to the upper city.

As ABC etc... continues to grow, as a result of these and other new programs, it will create the possibility for new opportunities in training and service programs that will help to further address the issues of unemployment and skill development in our community.

These types of co-operative ventures can only be a positive step in bringing the community together in providing an efficient and easily accessed full-spectrum assistance program. In time, the programs being developed through ABC etc... will provide a number of one-stop full-service facilities throughout Hamilton and the surrounding area that will assist individuals on a long term basis and increase the awareness of relevant issues within the community as a whole.

#2

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director

Signature: M Matier

Date: May 28/99

To: Merv Matier, Director of Education

From: Ken Bell, Superintendent of Education
Krys Croxall, Superintendent of Education

Date: May 27, 1999

Re: ***Opening a Junior Kindergarten Class at Collegiate Avenue School, Stoney Creek***

Recommended Action:

Moved by _____ that a junior kindergarten class be opened at Collegiate Avenue School for September 1999.

Rationale:

Currently in lower Stoney Creek, there are four sites offering Junior Kindergarten for September 1999: Eastdale, Memorial, Green Acres and R.L. Hyslop.

Eastdale	JK (a.m.)	JK/SK (p.m.)
Memorial	JK	SK
R.L. Hyslop	2 JK's	2 SK's
Green Acres	JK	SK

On reviewing the wait lists for Junior Kindergarten programs at the four schools, it has been determined that 14 students are from the Collegiate Avenue catchment area. These 14 children cannot all be accommodated in the current sites, or, even if some of these children were enrolled as out-of catchment students at the four sites, it would mean that other out-of-catchment students (from Mountain View and Winona Schools in Stoney Creek and elsewhere) would not be accommodated as there are more students on wait lists than there are potential places available.

Accordingly some parents were polled as to their interest in attending Collegiate should a new class be opened to accommodate JK students. Besides the in-catchment Collegiate parents who obviously preferred their own home school, nine out-of-catchment students have approached Collegiate or indicated an interest in sending their child to JK at Collegiate. This would create a full class at Collegiate and relieve the pressure being felt at the other four schools with wait lists.

At the present time Collegiate has registered only 22 students for Senior Kindergarten and therefore the space exists to accommodate one class of Junior Kindergarten students.

Mr. Robertson, the principal of Collegiate Avenue School, has surveyed the parents and has ascertained that the parents favour maintaining the full day/alternate day approach rather than the half-day program even though most students would be walkers.

#13

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

To: Merv Matier, Director of Education

From: Wayne Joudrie, Superintendent of Education

Date: June 3, 1999

Subject: **LAKE AVENUE SCHOOL CAPPING**

Approved for distribution by the Director.

Signature: Merv Matier

Date: May 28/99

Recommended Action:

Moved by _____, that for the 1999-2000 School Year, Lake Avenue School population be capped at 835, and that any students exceeding the cap should be redirected to Green Acres School.

Rationale:

I have had a number of discussions with Mr. Booth over the past year regarding accommodation. We looked into redrafting boundaries for the 1999-2000 school year to ensure that the school population doesn't continue to climb. After reviewing this option, it was felt that we should await the more thorough accommodation study that is to be completed next fall.

In the interim, I have made arrangements to have one additional portable placed at Lake Ave. for September. With the addition of this portable, the school should be able to accommodate 835 students. (The current enrolment is 828). Due to the significant strain on infrastructure caused by 835 students, I would not recommend any additional portables, beyond the one mentioned already. Instead, I would suggest that we cap the enrolment at 835. If additional students show up in September, we will redirect them to another local school where space is available. This school would be Green Acres. Trustees should note that this may involve additional cost for transportation, as per Board Policy, if the student(s) live outside of the prescribed walking distance.

W Joudrie

#14

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director.
Signature: M Matier
Date: May 28/99

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education

Date: May 26, 1999

Re: ***Continuation of The IDEAs Programme Pilot***

Recommended Action:

Moved by _____ that the Hamilton Wentworth District School Board approve the continuation of The IDEAs Programme pilot for the 1999-2000 school year provided the Board is ensured of continued usage of the completed IDEAs Programme curriculum without cost to the Board.

Rationale:

The Board approved Year 1 of the pilot project for the IDEAs Programme in December of 1998. This school and community-based sexual health programme targeting adolescents was developed originally by Deanna Behnke-Cooke and has been supported by the Hamilton Wentworth District School Board, the Public Health Department and the Hamilton Community Foundation. For the Board this programme has offered a way to implement the new Ontario Curriculum for Health and Physical Education in an innovative and collaborative way with our community partners. Teachers, peer educators and health professionals have worked together to deliver a consistent message around sexual health related issues. The programme emphasizes the skills of informed decision-making in the area of human relationships with a clear message about a delayed approach to sexual activity.

The project has been underway at the Grade 6 level in four schools - Bellmoore, Chedoke, R.A.Ridell and Green Acres. There are two major programme components - the teacher classroom sessions and the peer mentor sessions. At this point in the school year, all schools have completed the teacher sessions but in some settings, the peer sessions are still underway. Accordingly it will not be possible to present a complete evaluation of the programme today as promised since it will involve quantitative results based upon the pre- and post-test scores of target and comparison groups and qualitative information based upon the assessments provided by the teachers, administrators, parents and students involved in the programme collected through focus groups and questionnaires. A complete report presenting all of this information will be provided following the completion of the project in all the schools and should be available for the Education Committee in September.

Nevertheless, the information which we have at the present time leads us to bring forward a recommendation for continuation of the project into Year 2. This would involve a continuation of the Grade 6 programme and a natural expansion into Grade 7. As we are in the month of June, it is necessary to make plans for the coming year with enough lead time to allow current schools to plan for their participation and for us to seek additional schools to enter the project. Our discussions with the teachers and administrators have demonstrated the need for greater time for school planning, training and organization as many of the shortcomings identified had more to do with operational matters than from concerns about the actual programme itself.

We have learned much from the project this year (see attached), and should the Board provide approval for continuation of the project the following would be undertaken during the summer for readiness in the fall:

- completion of the Year 1 project evaluation as promised;
- revision and compaction of the Grade 6 lesson packages for the teacher-delivered and the mentor-delivered sessions to include more of the expectations from the health curriculum, a wider range of lesson activities and learning tasks for students, and a strengthened assessment component both for the heath expectations as well as the cross-curricular ones;
- the development of guidelines to assist schools in organizing and facilitating the peer mentor component of the programme;
- the development of the Grade 7 lesson packages on the basis of a wider range of expectations, both from the health curriculum and from other areas of the curriculum (e.g. language).

Peer mentors were recruited from Orchard Park, MacNab and Saltfleet secondary schools. A student video on the IDEAs programme was developed by a group of Orchard Park students. The video shows the value of continuing this project for another year for elementary students and their secondary mentors, teachers, administrators and parents.

Deanna Behnke-Cooke, the IDEAs Programme Coordinator, has undertaken a great deal of work with tremendous energy which has contributed to the success of the programme. The Board has not made a financial contribution in the way that other partners have, but it has supported the programme in various ways in kind (approving the pilot and arranging for pilot schools, providing the assistance of the Health and Physical Education Special Assignment Teacher in organization and curriculum areas, supporting training through release time for teachers, printing costs, etc.). We intend to continue our support in facilitating a small group of teachers to assist Deanna with the development of assessment components for the packages during the summer. In return for this assistance, the Board must receive assurances of being able to continue to use the teacher and peer packages at no cost, and so our participation in the development of these resource materials for delivery of the Ontario Curriculum Health expectations would be a permanent benefit to the Board. Our participation in the validation and revision of the materials ensures that the programme meets our needs in providing high quality health education. Such an agreement with our Board would not prohibit the Coordinator from marketing the curriculum package to other boards.

IDEA'S EVALUATION MEETING
May 18, 1999

Summary of Comments/Feedback

Teacher Delivered Curriculum

Teaching strategies

Strengths	Weaknesses
❑ varied ❑ excellent variety of strategies/activities (exceptional, ESL were still "part of the group" ❑ I love Jane! (Public Health Nurse) She was an excellent asset to Program. I would like to see her more involved ❑	❑ need audio visual support for program ❑ in program, 3 activities – supposed to be rotation. Grade 6's could not handle this. More specific direction needed ❑ co-ed – I didn't especially enjoy having to do the lessons with the boys as I am not their regular phys-Ed/health teacher

CONTENT

STRENGTHS	WEAKNESSES
❑ program covered many aspects of the curriculum. I was able to use a variety of assessments for a number of subjects ❑ good sequencing ❑ there was a build up of topic material ❑ excellent support from co-ordinator. Deanna was always there	❑ need to include more information on skin care, prevention of skin cancer, breast development, purpose of breasts ❑ some topics were beyond the group we were working with e.g. most had never babysat,been to a party with drinking ❑ need more computer oriented lessons and videos involved in the program ❑ program addresses growth and development but does not address Healthy Eating, Personal Safety and Injury Prevention, and Substance Use and Abuse ❑ family assignment has to be more specific ❑ students were silly when they made up family members e.g. give them the problem to solve

EXPECTATIONS

STRENGTHS	WEAKNESSES
❑ idea's expectations can be linked to other subject areas- cross disciplinary ❑ expectations of Ontario Curriculum were included, but were timelines were tight (due to a late start) ❑ expectations clearly laid out	

ASSESSMENT

STRENGTHS	WEAKNESSES
	❑ pre -designed assessment tool needed ❑ criteria not laid out clearly enough to know what to assess ❑ students enjoyed role playing, but directions have to be specific as to how to role play, expectations, ❑ evaluation should be provided for lessons and role plays ❑ program has to provide detailed consistent evaluation so easy to do reporting ❑ journal entries: program has to provide explanations and marking scheme

PRIOR LEARNING EXPERIENCES

STRENGTHS	WEAKNESSES
❑ previous knowledge (grade 5 or previously taught) of Puberty was helpful but was not necessary with this program	

LESSON ORGANIZATION

STRENGTHS	WEAKNESSES
❑ actual booklet with neatly organized and numerically indexed lessons as great	❑ most questions students had were not related to grade 6 curriculum ❑ most questions were about fetal development and homosexuality ❑ lesson "On My Own" was difficult to

	get through, as boys were very silly in their preparation of lists. ❑ groups enjoyed presenting their lists to others, but it should be optional in the program ❑ having co-ed classes most of the time was good, however offering a session for girls only/boys only would be helpful

TEACHER PREP/WORKLOAD/MANAGEMENT

STRENGTHS	**WEAKNESSES**
❑ very little to prepare	❑ required a lot of timetable changes to accommodate IDEA's schedule (teacher, spare classrooms, phys ed. time) ❑ timeline was too long, and students felt it dragged on, but it was the first year

DELIVERY OF PROGRAM

STRENGTHS	WEAKNESSES
❑ public health nurse's resources, expertise were invaluable	❑ involvement of PHN useful. ❑ clearer role definition by PHN may be more helpful ❑ program needs to have built-in "catch up " time for presentations, etc so delivery is not incomplete on rotary ❑ menstrual cycle lesson for girls only OR have all students hear lesson but have time for girls to ask questions about this sensitive subject ❑ had some difficulty getting all activities to fit in the allotted time ❑ subject area on "The Ultimate Human Body" is very important for the students to understand. ❑ program needs to have more time for lessons on this subject ❑ rotary schedule difficult for delivering program ❑ limited time to finish lessons– no flexibility

PEER MENTOR CURRICULUM

TEACHING STRATEGIES

STRENGTHS	WEAKNESSES
	❑ if peers are not showing up for any reason, they should contact the teacher in charge to let them know ❑ lessons not long enough, dry subjects for them to deal with ❑
❑ community enjoyed having a former student or students from the area high school come in to talk to the class ❑ journal rubrics were very helpful (resume writing was difficult for exceptional students	

PRIOR LEARNING EXPERIENCES

STRENGTHS	WEAKNESSES
	❑ background check, interest in students and subject should be more thoroughly checked before coming into schools

EXPECTATIONS

STRENGTHS	WEAKNESSES
❑	

ASSESSMENT

STRENGTHS	WEAKNESSES

LESSON ORGANIZATION

STRENGTHS	WEAKNESSES

PREPARATION/WORKLOAD/MANAGEMENT

STRENGTHS	WEAKNESSES
❑ topics for peer mentoring were excellent, very appropriate	❑ peer mentors need to have lots of training, meet teachers and meet class

❑ good use of materials (i.e. video clip of Marx brothers for body language) ❑ very little prep required ❑ mentors came ready with materials they needed ❑ having mentor led lessons made teacher tracking for students' behavior and participation very easy	they are working with in order to see discipline etc. ❑ more activities in groups in separate settings so they can have more formal sessions. This way mentors can have more personal discussions

DELIVERY OF PROGRAM

STRENGTHS	WEAKNESSES
❑ kids were enthusiastic ❑ 2 specific mentors were excellent, They related well to the students, and showed confidence in the classroom	❑ I would like to seem them dealing with subjects like substance abuse, media (violence)the peers are there to provide the kids with a younger outlook ❑ day #1 was rough because the Gr. 6 boys tried to impress the female mentors. Therefore day #2 mentors reviewed behavior and expectations

SUGGESTIONS

- **bring peer mentors in from Day 1 of program to work with class**
- **maybe tie in a social skills project within the community (i.e. visit seniors home)**
- **begin earlier in the school year**
- **long term planning with mentors**
- **in school team planning for teachers of Healthy Active Living**
- **more mentors to allow group of 10 max**

THE IDEAs PROGRAMME - ADMINISTRATORS' EVALUATION REPORT

OPERATIONAL ISSUES - TEACHER AND MENTOR DELIVERED SESSIONS			
	STRENGTHS	WEAKNESSES	COMMENTS
Program Organization			
■ timetabling	■ flexible when setting up	■ initial confusion	
■ frequency of sessions	■ appropriate		
■ class organization			
■ teacher scheduling	■ adaptable	■ called out of class often with little notice	■ as is, it impacts on other program time
■ duration of the program	■ appropriate as set out		
■ administrative workload (e.g. interface with secondary schools re: mentors, parent information meetings, etc.)	■ Coordinator assumed most of this		■ high level of commitment by the Program Coordinator
■ effect on school operations	■ minimal	■ at times significant at Green Acres	

Delivery of the Program ■ time allocation for the program	■ cross-curricular links reduced time factor	■ impacts on other areas re: time	■ concern re: time needed when it meets only specific expectations
■ teacher training issues	■ adequately addressed	■ changes in dates created problems re: supply teachers	
■ mentor training issues	■ impressed with the mentors' commitment	■ timetabling issues significant at Green Acres	■ mentors need to be selected and trained earlier
■ classroom management	■ facilitated		
■ financial/material requirements	■ minimal		
Assessment ■ reporting of student progress			■ no need for assessment tools all the way through the curriculum - just give some suggestions to teachers

SUGGESTIONS/COMMENTS FOR NEXT YEAR:

Lin Hart, Bellmoore and Deb Chabot, Green Acres

Teacher, student and parent feedback is very positive. We intend to run the program again next year, if possible, as well as pilot the program in Grade 7.
Plans include:

- set program timelines well in advance on the school calendar;
- assess areas/expectations addressed through the IDEAs Programme more effectively;
- determine program needs left to be addressed (ie plan where the program integrates/crosses curriculum areas);
- allow more time for sharing of program information with parents, etc. (Timelines for preparation and initiation of implementation were too compressed this year);
- determine student assessment process for reporting in Health/Guidance and other areas re: IDEAs Programme.

Georgina Pain, R. A. Ridell

The only new part of the program for us was the mentors. We have covered the other topics as part of our health curriculum in previous years. We are looking for something new (perhaps new: resources, etc.)
I would want to see what the program for next year looks like EARLY in the year before committing to future involvement.

Marlene Rielly, Chedoke

High level of commitment shown by the Programme Coordinator, Deanna Behnke-Cook. Clear and specific expectations in a well-organized and laid out program. Secondary support, although unsure of the project possibilities initially, really grew
Start the program earlier in the school year (thus giving schools more manageable time lines) and get approval earlier from participating schools re: peer mentors.
Attended a meeting at City Hall on Tuesday, May 26 where there was a presentation on the IDEAs Programme. The Mayor commented positively on the project. There was a concern raised regarding the Hamilton Wentworth Board's lack of financial involvement (did not consider "in kind" contributions).

14-10

The IDEAs Programme

Informed Decisions Empowering Adolescents

To: K. Croxall
Superintendent of Education
Hamilton-Wentworth District School Board

From: Deanna Behnke-Cook
Programme Co-ordinator
The IDEAs Programme

Date: May 27th, 1999

Re: Interim Report

The Initiative

The IDEAs Programme began implementation in February 1999 in the Hamilton-Wentworth District School Board. The 4 elementary schools that have participated in this first year are Bellmoore Public School, Binbrook,
Chedoke Middle School, Hamilton,
Green Acres Public School, Stoney Creek,
R.A. Riddell School, Hamilton.

Ten classes of grade 6 pupils have received the program thus far (approximately 340 students), with one class each from Bellmoore and Green Acres, three classes from R.A Riddell, and five classes from Chedoke.

Each of the ten classes has received *at least* 20 sessions; 10 teacher-delivered, and 10 peer mentor-delivered sessions. Some classes have received additional sessions (in the cases of Chedoke and Green Acres) whose teachers committed additional time for their students to complete and present their work, and/or spend additional time with their peer mentors to review issues raised during the programme.

The Regional Public Health Department has participated directly in the delivery of the programme by providing on-site support at each of the four schools; public health nurses have visited each of the 10 classes on at least one occasion to participate in a question and answer session. Students were encouraged, throughout the programme, to anonymously submit any relevant questions they wished to have answered by the PHN. Each teacher had the opportunity to review the questions in advance of the PHN addressing the class.

QUALITATIVE FINDINGS

The qualitative data included in this interim report pertains specifically to a focus group held with *teachers* who have participated in the delivery of the programme, a focus group with *students* who have received the programme, informal interviews with teachers, and with peer mentors who have participated in this programme, and non-participant observation of the peer mentors in-session.
Preliminary recommendations provided by the aforementioned participants follows the description of the data collection.

Teachers' Focus Group

On Tuesday May 18th, a focus group session with teachers was held at the Education Centre in order to review the first year of this pilot programme. All five teachers (1 each from Bellmoore, Green Acres, and Riddell, and 2 from Chedoke) participated. Mrs. Jane Kawamura, the public health nurse for Chedoke and Riddell also participated, as did Mrs. Marlene Rielly, Principal from Chedoke Middle School. The Special Assignment Teacher for Physical and Health Education from The Hamilton-Wentworth District School Board, Mrs. Darlene Baker, led the session.
Prior to the focus group session, Mrs. Baker requested that each of the teachers consider the two components of the programme; the teacher led sessions, as well as the peer mentor led sessions, with specific attention paid to course content, student assessment, Ministry (curriculum) expectations, and challenges requiring re-address. The session focused upon the group members' experiences with the programme, and their recommendations for improvement.

Students' Focus Group

All classes (identified as Class 61 Riddell, Class 62 Riddell, Class 63 Riddell, Bellmoore, Green Acres, Class 61 Chedoke, Class 62 Chedoke, Class 63 Chedoke, Class 64 Chedoke and Class 65 Chedoke) were entered into a random draw for a focus group session (2 sessions to be conducted). Class 63 Chedoke, was randomly drawn for the first focus group session with students. The focus group session was conducted by Deanna Behnke-Cook (Programme Co-ordinator) under the supervision of Mrs. Nanci Simpson, Physical and Health Education teacher at Chedoke Middle School on Friday May 14th, 1999.
The session was informal, and students were encouraged to provide any relevant feedback about their experiences with the programme. They were asked what they enjoyed the most about the programme, what they enjoyed least about the programme, what they believed they learned during the sessions, and what they would like to see included/deleted in future programming (at both the {revised} grade 6 and grade 7 levels).

Peer Mentors

Over the course of the programme's delivery, informal interviews were conducted with each of the peer mentors (either in person or by telephone) regarding the programme's content, ease of/difficulties with delivery, and recommendations for improvement. Peer mentors were also randomly observed in-session by the Programme Co-ordinator.

Further Data

Informal interviews will be conducted with (4) school-based administrators, and with (2) parent groups at the convenience of the participants.
A second (chosen at random) focus group session with students will be conducted at the convenience of the school/class.
Quantitative data from the participating students' questionnaires will be made available to The Hamilton-Wentworth District School Board after all students have completed the programme.

Preliminary Recommendations

1. **Teacher-led Sessions (Module 1) reorganized to 8 sessions, 1-2 activities maximum per session {1 group work, 1 individual}, include audio-visual;**

   Session #1, Introductory Session; Self Esteem,
   Session #2, Communication and Decision-Making Skills as relevant to "growing up".
   Session #3, Introduction to Puberty,
   Session #4, The Facts (part a),
   Session #5, The Facts (part b),
   Session #6, Human Life (putting it all together),
   Session #7, Discussion period to address class-specific needs
   Session #8, Question and Answer Session with Public Health Nurse

Rationale; judicious use of programming/class time

2. **Module 1 to begin in October and scheduled appropriately according to individual school/class needs (with completion of the 8 sessions by December)**

Rationale; less haste, more comfort in scheduling, no infringement on phys ed time

3. **Board-constructed assessment device**

Rationale; for teachers to more easily assess their students' achievements

4. **Peer mentors screened and selected by November. Peer Mentors should be afforded the opportunity to introduce themselves to their assigned class (assigned by their strengths and class needs as identified by teachers and administrators at the middle school). They should ideally observe 2 or 3 of the teacher-led sessions in order for them to experience a "class in action", have the opportunity to familiarize themselves with the students, as well as with the teacher (for improved rapport, information sharing {ie *"this is what works for these kids…*}) Comfort levels of mentors, teachers and students would be improved. Mentors would also have the opportunity to observe classroom management (skills) and have an opportunity to get to know the teacher and discuss any special issues/needs of the particular class**

Rationale; improved comfort of all participants, a more gradual, appropriate and effective introduction

5. **Programme Co-ordinator will meet (early October) with teachers to learn about any special needs/considerations of the classes (ie behavioural issues, strengths/needs/interests of the classes to appropriately assign Peer Mentors)**

Rationale; to more effectively and appropriately "team" mentors with classes

6. **Peer Mentors to receive significantly more training. Given their introductions to, and observations of "their" class, they will have an opportunity to reflect upon recommendations from teachers before they begin mentoring. Further, training will include an improved session-by-session format (with the opportunity to role play with one another, "practise" on each other)**

Rationale; improved mentor preparedness, comfort, classroom management skills

7. **Mixed Gender Peer Mentor teams**

Rationale; more powerfully addresses the needs of all students in each class

8. **Peer Mentor Module; *potentially* shorten to 8 sessions, begin delivery in February (beginning of 2nd semester), address remaining Ontario Curriculum expectations (those not addressed by teacher component) and deliver sessions 1x week at most, complete all sessions by end of April**

Rationale; less haste in delivery of peer led sessions, less aggressive schedule for all participants

9. **Peer Mentor Sessions; Potential Revision of Topics; to include friendships and dating, smoking, drinking, drugs, anti-violence (see point #8) potentially 2 sessions per topic**

Rationale; grade 6 students indicated they wished to discuss these "real" issues with their peer mentors, more relevant, better use of mentors' "teen" experiences

10. **Peer Mentors presentation of topics; less "teacher-ish" approach, less time at the board and writing, more role plays, activities, games, (Room location change? Non-classroom if possible)**

Rationale; grade 6 students indicated they enjoyed the "active learning" components best with the mentors, aids in classroom management, interest and attention/participation of students, engage in positive/supportive discourse with the peer mentors, something "different"

Schools and School Personnel Currently Involved

Stoney Creek
Green Acres Public School (1 class)
Sue Pasian (Special Ed.)
Deb Chabot (Principal)

Binbrook
Bellmore Public School (1 class)
Joey Mataseje (Grade 6)
Lin Hart (Principal)

Hamilton
Chedoke Middle School (5 classes)
Kathryn Watson (ESL)
Nancy Simpson (P.E)
Marlene Rielly (Principal)

Hamilton
R.A. Riddell Middle School (3 classes)
Laurie Behr (P.E.)
Georgina Pain (Principal)

- Total number of Grade 6 students participating: 340
- Total number of Peer Mentors participating: 25
  Orchard Park Secondary School (5)
  Saltfleet High School (5)
  Sir Allan McNab Secondary School (15)
- 10-15 teacher-delivered sessions for each class at each school
- 10 peer mentor-delivered sessions for each class at each school
- Since February 1999, over 7,480 positive preventative programming contacts have been made by The IDEAs Programme

15

MEMO

May 28, 1999

Approved for distribution by the Director.

Signature: [signature]

Date: May 28/99

To: Merv Matier, Director of Education

From: Ken Waters, Superintendent of Education

Re: Hamilton-Wentworth Interscholastic Council Constitution

RECOMMENDATION:

Moved by _____, seconded by _____ that The Hamilton_Wentworth District School Board approve the constitution for the Hamilton-Wentworth Interscholastic Council.

RATIONALE:

The attached constitution has received the support of the physical education department heads and the secondary school administrators. It by-laws are congruent to those in the constitutions of the Southern Ontario Secondary Schools Association and the Ontario Federation of Secondary Schools Association.

CONSTITUTION
and
BY-LAWS

HAMILTON-WENTWORTH
INTERSCHOLASTIC
ATHLETIC COUNCIL

May, 1999

15-2

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I MISSION STATEMENT

The Hamilton-Wentworth Interscholastic Athletic Council of the Hamilton-Wentworth District School Board (District 21) provides the opportunity for student athletes to participate in competitive interscholastic sport.

II GOALS OF THE HAMILTON-WENTWORTH INTERSCHOLASTIC ATHLETIC COUNCIL

- To enhance and complement the total school experience for each student athlete
- To foster the individual athlete's self-confidence and self-esteem by developing a sense of personal worth, belonging and competence
- To promote and develop the life skills of leadership and sportsmanship that enable individuals to be positive and effective team members
- To improve the physical fitness level of each student involved in the interscholastic program
- To improve the skill level of the student athlete

III MEMBERSHIP

All secondary schools under the jurisdiction of the Hamilton-Wentworth District School Board (District 21).

IV ASSOCIATE MEMBERSHIP

Any school outside the Hamilton-Wentworth District School Board will be eligible to apply for associate membership within the Hamilton-Wentworth Interscholastic Athletic Council. Such membership will be contingent upon meeting the following criteria:

compliance with:

- current H.W.I.A.C. constitution and playing regulations
- current risk management policy and guidelines
- H.W.I.A.C. code of ethics for coaches and players

Associate members will be responsible for:

- payment of an equitable share of costs for the sports in which the school participates
- providing representation on the District Athletic Council and Sports Advisory Committees

Associate members can expect to receive:

- voting privileges on the District Athletic Council and the Sports Advisory Committees
- full inclusion in league schedules and playoffs including championship games
- access to O.F.S.A.A. competition

V THE DISTRICT ATHLETIC COUNCIL

The District Athletic Council shall consist of one female and one male teacher representative from each constituent member school. The assigned Supervisory Officer or designate and the H.W.I.A.C. Convenor shall be non-voting, ex officio members of the District Athletic Council. The H.W.I.A.C. Convenor will chair the meetings. An Executive member shall act as recording secretary. For meetings of the District Athletic Council, a quorum shall consist of at least 50% of the members.

Duties of the District Athletic Council:

(a) To administer the policies of the Association.
(b) To liaise with the Sports Committee Chairpersons.
(c) To deal with appeals related to By-Laws (transfers, disqualifications, game results).
(d) To present recommendations for program/modifications and budget allocations to the Executive.
(e) To develop and review the H.W.I.A.C. accreditation standards for coaches.
(f) To approve and forward Constitutional amendments to the Executive.

VI THE EXECUTIVE

The Executive shall consist of two female and two male representatives from the District Athletic Council (for representative order see Appendix A), two secondary Principals, the assigned Supervisory Officer (who shall be the Chair) and the Sports Convenor (non-voting). For meetings of the Executive, a quorum shall consist of 100% of the voting members or their alternate from the District Athletic Council.

Duties of the Executive:

(a) To interpret and enforce the constitutional policies of the District Athletic Council.
(b) To act on proposed constitutional amendments
(c) To act as the body of appeal for any matters (except transfers) which are brought to its attention.
(d) To represent the District Athletic Council in financial issues related to program.
(e) To liaise with the Director of Education.
(f) To represent the Association on S.O.S.S.A. Executive

VII CRITERIA FOR APPROVING AN H.W.I.A.C. SPORT/ACTIVITY

The following criteria will be used when a sport/activity is being considered for approval:

- the sport/activity must meet all the goals of the H.W.I.A.C.
- the cost per participant must fall within reasonable limits compared to the cost per participant of other sports
- there are appropriate risk management guidelines for the sport/activity

- the availability of coaches with appropriate expertise
- the availability of appropriate facilities
- the participation of a minimum number of schools (see Section IX)

VIII FUNDING CLASSIFICATIONS FOR AN APPROVED H.W.I.A.C. SPORT/ACTIVITY

There are three categories of approved H.W.I.A.C. sports/activities:

a) **APPROVED AND FUNDED** - sports/activities which fit the criteria as outlined below. An approved-funded sport can expect funding to include the following:

(i) the cost of officials for games scheduled by the Athletic Office
(ii) rental charges for practice/game facilities as required by the sport and scheduled by the Athletic Office
(iii) H.W.I.A.C. awards
(iv) entry fees for G.H.A.C. and O.F.S.A.A. events
(v) transportation subsidy

b) **APPROVED (AND NOT FUNDED)** - these sports are either new and in the process of establishing minimum levels of participation, or sports that have previously moved from the approved-funded list through the probation and review list because they have dropped below the minimum required levels of participation.

c) **PROBATIONAL AND UNDER REVIEW** -these sports are under review for the purpose of moving to the approved-funded list or to the approved-non-funded list.

A sport can be placed on the probation and review list when, at the conclusion of a season, it has a participation level below the minimum required. The H.W.I.A.C. Convenor will indicate at the June meeting of the Council that the sport is to be placed on the probation and review list for the upcoming season.

Should the sport fail to meet the minimum level of participation after spending one year on the probation and review list, it would automatically be placed on the approved non-funded list.

A sport shall remain on the approved non-funded list for at least one season or until participation levels are sufficient to warrant a request to the H.W.I.A.C. Executive to have the sport returned to the approved-funded list. This would require the sport to be placed on the probation and review list for a season to prove there is sufficient interest, after which it can be placed on the approved-funded list or returned to the approved-non-funded list. A sport that has been on the approved-funded list and is placed on the probation and review list for the upcoming season will continue to be funded.

A sport that is new or attempting to return to the approved-funded list from the approved non-funded list will be placed on the probation and review list (at the discretion of the District Athletic Council) but will not be funded.

A sport, on the probation and review list, would fall into one of these categories:

Category A - designates sports which will maintain funding during the probationary and review process.

Category B - designates sports which will not be funded during the probationary and review process.

IX MINIMUM REQUIRED RATE OF PARTICIPATION

a) To be on the Approved/Funded list, there must be at least 9 member schools entering a team.
b) For the purposes of defining a team in the following sports, the minimum levels of student participation are:

SPORT	MINIMUM NO.
Alpine Skiing	6 students
Badminton	6 "
Golf	5 "
Gymnastics	6 "
Cross-Country	6 "
Nordic Skiing	6 "
Tennis	6 "
Track/Field	12 "
Swimming	6 "
Wrestling	6 "

X SPONSORSHIP

Commercial sponsorship (non-alcohol/non-tobacco) is appropriate for the funding of H.W.I.A.C. activities.

XI SPORTS COMMITTEES

Sports Committees shall consist of all coaches of the sport concerned. Each committee shall have a Chair. The Chair need not be an active coach. Voting shall be one per school. The H.W.I.A.C. Convenor will be assisted by the Sport Chair from each sport, whose role is defined in Appendix B.

Duties of the Sports Committees:

(i) To assist with the organization of the sport within the policies of the Association and in conjunction with the Sports Convenor
(ii) To make recommendations concerning the sport to the District Athletic Council for approval.

XII AMENDMENTS

(a) Amendments to the H.W.I.A.C. Constitution may be proposed by:
  (i) The Sports Committees.
  (ii) The District Athletic Council.
  (iii) The Executive.
  (iv) The Hamilton-Wentworth Secondary School Principals' Association.
  (v) The Director of Education.

(b) The Executive, through its Chair, shall announce at least one annual date to vote on proposed amendments.

(c) Proposed amendments must be submitted in writing to the Sports Convenor at least two weeks before the day of the vote. The Sports Convenor will distribute any proposed amendments to the District Athletic Council and Principals Association at least one week prior to the vote.

(d) For constitutional amendments, an amendment must receive a 2/3 majority to be approved at the District Athletic Council.

15-8

BY-LAWS

ELIGIBILITY - The following affect a student's eligibility to compete. An ineligible student may not represent a school in any competition.

I AGE

(a) BOYS/GIRLS:

For all sports, with the exceptions noted, the age shall be:

(i) Senior - under 20 as of 00:01 hours - September 1 of the school year (i.e. shall not have reached the 20th birthday prior to one (1) minute past midnight on August 31 of that school year).

(ii) Junior - for 1998-99, students born in 1983 or later.

(iii) Midget - for 1998-99, students born in 1984 or later.

(b) TRACK AND FIELD, CROSS-COUNTRY, TENNIS AND BADMINTON:

(i) Senior - Under 20 (as of September 1st).
(ii) Junior - Under 17 (as of September 1st).
(iii) Midget - Under 15 (as of September 1st).

(c) NORDIC SKIING:

(i) Senior - Under 20 (as of September 1st).
(ii) Junior - Under 16 (as of September 1st).

NOTE: for all sports, maximum age is as for senior.

II OTHER CONSIDERATIONS

(a) Playing In a Higher Age Category

For team sports, any player who participates in a higher age classification for two H.W.I.A.C. league games shall not be eligible to participate in the lower category in the same activity until the following year. Listing on the game sheet is to be considered as having competed. Students playing an H.W.I.A.C. league game/match in an individual sport at a higher age classification (other than track and field relays) shall not be eligible to participate in the lower categary in the same activity until the following year.

(b) Minimum Age - Senior Football

For Senior Football, the competitor must be at least 15 years old (as of December 1st, current school year), a letter of informed consent signed by the parent and the Principal must be on file with the Sports Convenor prior to the first game. The student's age

shall be accepted as shown on the O.S.R. card. Where further proof is required, the Sports Convenor may demand a birth certificate or other suitable document.

(c) Limitation of Participation

A student participating on an H.W.I.A.C. football team may not practice with or play for an Ontario Junior Football Conference team during the H.W.I.A.C. regular season and playoffs. A student participating on an H.W.I.A.C. hockey team may not practice with or play for an Ontario Hockey Association team during the H.W.I.A.C. regular season and playoffs.

(d) Educational Qualifications:

All bona fide students who meet the qualifications below are eligible to represent their school in athletic competition. A student is eligible to participate in H.W.I.A.C. activities only at the school where that students' O.S.R. resides."

The Principal may withdraw or suspend the eligibility of any student in the school concerned.

(e) Course Registration Qualifications:

(i) Students are limited to a maximum of 5 years of interscholastic eligibility beginning with the year the student enters grade 9. A student wishing to participate for a sixth year can appeal to O.F.S.A.A. If O.F.S.A.A. determines a student is eligible to participate in O.F.S.A.A. competition, then and only then, will a student be permitted to participate in H.W.I.A.C. competition

(ii) For the first four years of high school, in a traditional school, a student must be registered in a minimum of six (6) full day school credit courses; in a semestered school, a student must be registered in a minimum of three (3) full day school credit courses in the semester in which he/she participates. After the fourth year of high school, a student with a minimum of 26 credits must be taking four (4) non-semestered full day school credit courses over the school year or two (2) full day school credit courses per semester.

(iii) Alternate Education: A student registered at an alternative education school may participate in an H.W.I.A.C. sport at the composite secondary school previously attended.

(iv) Vocational School: A student, registered at a vocational secondary school that is not participating in an H.W.I.A.C. sport, may participate in that sport at the composite secondary school in the area where he/she lives or the composite secondary school closest to the vocational school he/she attends, provided student participation has the approval of the sending and receiving principals.

(f) Returning From a Post-Secondary Institution

A student who attends a post-secondary institution is ineligible for H.W.I.A.C. competition in any sport in which he/she practiced or played at that post-secondary institution on an interscholastic level (intramural participation does not deem ineligibility).

(g) Student Transfers

For all sports the **O.F.S.A.A. Transfer Rule (appendix E) will apply** to every student athlete who moves from school to school and/or board to board. Students may appeal their ineligibility at the following three levels:

i) Hamilton-Wentworth Interscholastic Athletic Council (through the school Phys-Ed Department Head). The H.W.I.A.C. reserves the right to be less restrictive than O.F.S.A.A. and to recognise the need of some students to transfer from one Board to another within the Hamilton-Wentworth geographic region. To be eligible under this clause, the student must be attending the H.W.I.A.C. school closest to his/her permanent parental residence or within the board designated school boundary. A student athlete in this category may be automatically granted eligibility to participate in H.W.I.A.C. league play only. It should be noted that all students who receive eligibility through this clause are still restricted from participation in the following:

- league playoffs
- regional playoffs
- O.F.S.A.A. championships

Further levels of appeal, which are open to the student, may result in the granting of student eligibility for the above categories of competition.

ii) To Southern Ontario Secondary Schools Association (S.O.S.S.A.) through the H.W.I.A.C. representative.

iii) Ontario Federation of School Athletic Associations (through the S.O.S.S.A. representative).

Note: Notwithstanding the above, a student may not play the same sport for more than one H.W.I.A.C. school in the same playing season.

(h) Appeals of Student Transfer Ineligibility

There shall be a Transfer Review, Standing Sub-Committee of the District Athletic Council. Membership shall consist of one Principal/Vice-Principal and 4 (four) members of the District Athletic Council. Students transferring from one school to another who wish to appeal their ineligibility may do so through the school phys-ed department by having the appropriate current year form properly completed and submitted to the H.W.I.A.C. Convenor not less than 24 hours prior to the meeting of the Transfer Review Sub-Committee. This will be the first level of appeal.

III PRACTICE AND COMPETITION LIMITATIONS

(a) Practice and competition is prohibited

(i) before the last Monday in August.
(ii) 3 school days prior to and during system-wide examinations

NOTE: A practice is defined as an activity session specific to the sport concerned at which team members and any member of the coaching staff are present.

(b) Recruitment

It is inequitable and unethical to recruit or entice players from the jurisdiction of another school. No school may include in its lineup a student who is shown to have transferred to that school under these circumstances.

IV PENALTIES

A team or individual formally accused of, or admitting to, violating any of the preceding eligibility requirements shall compete "on temporary probation" while a confidential investigation takes place.

The Executive may:

(i) impose suspension for up to one year or, in the case of an individual, for the remainder of his/her years in secondary school.
(ii) place the team (or individual) on "Probation A or B":
- Probation A - Ineligible for "play-off" or championship.
- Probation B - Team may not earn additional league points.

(iii) remove league points already earned.

(iv) reprimand the coach.

(v) apply such other penalties as it deems appropriate.
(vi) reinstate the team.

V APPEALS OTHER THAN STUDENT TRANSFER

Appeals of ineligibility through player disqualification are to be made in writing by the school Principal and directed through the H.W.I.A.C. Convenor to the District Athletic Council.

Appeals involving the outcome of a game are to be directed (within 24 hours of the incident) through the H.W.I.A.C. Convenor to the District Athletic Council. Such appeals

shall be in writing and signed by the Principal. Any appeal must include the following:

- date
- event
- time
- players involved
- officials
- opposing team
- incident
- request for specific action

VI ARTICLES OF ADMINISTRATION

(a) Team Supervision:

Coaches (staff/non-staff) or teacher-supervisors from the school concerned are in direct charge of school teams and responsible for the conduct of the competitors and students associated with the team.

(b) Non-Staff Coaches

All non-staff coaches must hold National Coaching Certification Program (N.C.C.P.) Level I Theory certification (effective as soon as possible, by September 1, 1999 at the latest).

(c) Medical Requirements:

Medical requirements must comply with Hamilton Wentworth District School Board risk management practice which requires form HWDSB #2709 to be signed and on file in the Physical and Health Education Office in each school.

(d) Eligibility Lists

An eligibility list (form HWDSB #2716) list signed by the Principal, with all relevant sections list complete, must be submitted to the Athletics Office by the date specified in the current year playing regulations and a copy must be on file in the Principals office prior to the first league competition.

(e) Competitor Disqualifications

(i) A competitor who receives a game disqualification (other than by the accumulation of minor penalties) will automatically receive an additional game/match suspension which must be served during his/her team's next regularly scheduled H.W.I.A.C. sanctioned game. The incident will be reported in writing to the H.W.I.A.C. Convenor on a form provided. If the H.W.I.A.C. Convenor, in consultation with the Sport Chairperson, feels the offence warrants further action, the competitor will be suspended until the case is reviewed by the District Athletic Council. A second disqualification within the next twelve month period will result in automatic suspension from all H.W.I.A.C. activities for twelve months commencing with the date of the game in which the second disqualification

occurred. All such suspensions will be subject to automatic review by the District Athletic Council. To assist with this review, a notice of suspension along with a copy of the relevant game sheet and officials' report shall be forwarded to the Phys-Ed Department Head.

(ii) A competitor who receives a suspension at a point in the season where he/she is unable to serve the suspension in its entirety shall be immediately ineligible for all H.W.I.A.C. activities until reinstated by the District Athletic Council. The

procedure for appealing the ineligibility of a student under these circumstances is outlined in Section V of these By-Laws

(iii) A competitor who engages in a physical fight in any sport during competition shall be ejected from the competition and be reported as above (item i) and automatically receive an additional game suspension.

NOTE:

In hockey, spearing, butt-ending and fighting constitute a three (3) game suspension. Players identified by the game official as the instigator of a fight shall receive an additional one (1) game suspension (total 4 games). In all cases, game suspensions must be served during the team's next scheduled league or playoff game(s).

(iv) A competitor who joins a fight in progress or leaves the players' bench or penalty bench area to engage in a fight, shall be ejected from the game, reported as above (item i) and receive a further three (3) game suspension (total 6 games).

(v) A team(s) involved in fighting where players leave their bench and the game is ended by the referee shall be suspended from all future games until the incident is reviewed by the District Athletic Council.

(vi) Coaches ejected from a game shall be reported in writing to the H.W.I.A.C. Convenor on the form provided. Notification will then be forwarded to the Principal of the school concerned. Unless a teacher, administrator or accredited non-staff coach from the same school is available to continue coaching the team, the game will be stopped and forfeited to the non-offending team.

(vii) A competitor who engages in a fight in connection with, but not during, a competition shall be suspended from all H.W.I.A.C. activity until the District Athletic Council reviews the case.

(viii) A competitor who abuses or becomes involved in an altercation with an official shall be ejected from the game and automatically suspended until the case can be reviewed by the District Athletic Council.

(ix) A competitor will be ejected from a game for verbal abuse directed at an official.

(f) Scouting

(i) Scouting is considered to be observation of practices and tactical recruitment of players. These actions are prohibited.

(g) Tie Breaking Procedure

(i) 2-WAY TIE FOR ANY PLAY-OFF POSITION EXCEPT THE LAST:
- higher standing awarded to that team which defeated the other during league play;
- if not possible, toss a coin to decide position.

(ii) 2-WAY TIE - LAST PLAY-OFF POSITION:
- higher standing awarded to that team which defeated the other during league play;
- if the tie remains, a tie breaker game will be played.

(iii) 3-WAY TIE - ANY PLAY-OFF POSITION EXCEPT SECOND TO LAST:
- higher standing awarded to that team which defeated the others during league play;
- if the tie remains, then toss a coin to decide positions.

(iv) 3-WAY TIE - SECOND TO LAST PLAY-OFF POSITION:
- higher standing awarded to that team which defeated the others during league play;
- if the tie remains, then toss a coin for second to last play-off position and the other two teams play a tie breaker game for last play-off position.

(h) Uniforms and Play-off Venues:

Each school has been assigned a dominant and a contrasting colour for interscholastic uniforms, as outlined in Appendix C. As such, each team is required to maintain its dominant colour for all H.W.I.A.C. activities. Should a team wearing a dominant colour conflict with another school's dominant colour, the team designated as the home team must provide an alternative colour for that game. Should a school decide to wear it's contrast colour as its dominant colour, and in so doing matches with the dominant colour of its opponent, the offending school will be required to change.

Unless play-off venues have been preselected by the District Athletic Council, the higher ranked team shall have the home venue. In the event that the higher ranked team is unable to use their school, the school of the lower ranked team shall be used. Finals shall be at a prearranged venue.

(i) Awards

The number of medallions supplied will be as outlined in Appendix D. Additional

H.W.I.A.C. medals and ribbons may be purchased by the school concerned.

(j) Finances

(i) Gate receipts from home venue league competition shall be retained by the school.

(ii) Profits from tickets sold at non-Board facilities shall be retained by the H.W.I.A.C.

(iii) 50% of all ticket proceeds sold at schools for games at non-Board facilities shall be returned to the H.W.I.A.C..

(iv) When an H.W.I.A.C. championship event is hosted by a member school, the host school shall retain 40% of the net gate receipts, the competing schools will share 40% of the net gate receipts and the H.W.I.A.C. shall receive the remaining 20% of the net gate receipts.

(v) The Athletic Office will attempt to provide reimbursement of up to 40% of travel and accommodation costs not borne by O.F.S.A.A. for teams travelling to O.F.S.A.A. competition. Reimbursement is contingent upon discussion of travel/accommodation plans with the H.W.I.A.C. Convenor to the event and upon submission of appropriate receipts to the Sports Convenor.

V POLICY FOR SCHEDULES

(a) General

(i) Divisional alignment and the playoff format for each sport will be as outlined in Appendix F.

(ii) Schedules shall be prepared by the H.W.I.A.C. Convenor in consultation with the Sports Chair concerned.

(iii) Member schools will be required to submit a commitment of entry for each sport/activity for the coming year (based on a reasonable expectation to participate) to the H.W.I.A.C. Convenor by June 30th (**firm deadline**). Similarly, by June 30th, schools will be required to submit any dates for the coming school year that are to be avoided in the scheduling process since all schedules are prepared for distribution at the beginning of the school year.

(iv) Should a school determine prior to the start of a sport/activity that they are unable to honour a commitment, the H.W.I.A.C. Convenor will determine, in consultation with the Sport Chair, whether there will be revisions to the schedule.

(v) Where a school decides to withdraw a team once the sport/activity has commenced play, all games scheduled against that school will be considered "byes". Points previously earned in games against that team will be removed.

(vi) In special circumstances such as school closure, "snow days", the sudden unavailability of facilities or referees, or the legitimate inability of one team to compete, the H.W.I.A.C. Convenor may, in consultation with the assigned Supervisory Officer and/or the Sport Chair, postpone scheduled activities.

(vii) The H.W.I.A.C. Sports Convenor shall include in each winter season schedule a make-up day between the last regular season date and the first date of playoffs. Schools are required to keep this day available in the event a make-up game is necessary. Schools wishing to reschedule a regular season game to the make-up date may do so only with the approval of the H.W.I.A.C. Sports Convenor. The inability of a school to participate in a rescheduled game on the designated make-up day will result in forfeiture of that rescheduled game.

(b) Play-offs

(i) All playoff rounds will be one game/match, sudden death.

(ii) Playoff format for each sport will be as outlined in Appendix F. Teams will be paired highest versus lowest through each round of playoffs with the higher ranked team considered the home team.

(iii) A Sport Committee seeking approval to use an alternate playoff format must submit a proposal to the H.W.I.A.C. Sports Convenor for consideration by the District Athletic Council at least two weeks prior to the final District Athletic Council meeting in June. The proposal must include an outline of the format, rationale for the change, the number of additional games required and any additional costs associated with the change in format.

(c) Starting Times

(i) Board owned facilities -- to be determined by the host school.

(ii) Non-Board owned facilities -- to be determined by the Sports Convenor with consideration given to the time required for completion of the contest and compliance with any curfew imposed by the facility owner.

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APPENDIX "A"

ORDER OF REPRESENTATION TO THE EXECUTIVE COMMITTEE OF THE HAMILTON-WENTWORTH INTERSCHOLASTIC ATHLETIC COUNCIL

Year	Female Representative	Male Representative
1998-1999	Ancaster Delta	Barton Glendale
1999-2000	Highland Parkside	Hill Park Orchard Park
2000-2001	Saltfleet Sir Allan MacNab	Scott Park Sherwood
2001-2002	Sir Winston Churchill Westdale	Sir John A. Macdonald Waterdown
2002-2003	Westmount Barton	Ancaster Delta

APPENDIX "B"

SPORT CHAIRPERSON - POSITION DESCRIPTION

The position of Sports Convenor will be referred to as the H.W.I.A.C. Convenor. The H.W.I.A.C. Convenor will be assisted by Sport Chairpersons, whose roles are consultative in nature with the intent being to aid the H.W.I.A.C. Convenor in the fulfilling of his/her duties and facilitating the needs of the Sports Committee in each H.W.I.A.C. sport.

In this context, the duties of the Sports Chairperson are defined as follows:

- To chair all meetings of their Sport Committee
- To assist the H.W.I.A.C. Convenor, in conjunction with the Sport Committee, establish the framework within which a sport will operate according to guidelines established in the constitution of the H.W.I.A.C. (this may include the number of games teams will play, playing dates, league and playoff structure)
- To review draft schedules at the H.W.I.A.C. Convenor's request
- To assist the H.W.I.A.C. Convenor with the planning and preparation for championship events in the sport and, whenever necessary, to present awards at those events
- To provide expertise and insight into the sport that will aid the H.W.I.A.C. Convenor in the fulfilment of his/her duties in that sport
- To assist the H.W.I.A.C. Convenor in recommending appropriate disciplinary measures as a result of actions occurring in H.W.I.A.C league play or O.F.S.A.A. qualifying competition
- To facilitate proposals on behalf of the Sport Committee for constitutional amendment or changes to the program requiring District Athletic Council or Executive approval

15-19

APPENDIX "C"

1. Each school has been assigned its dominant colour. Any other colour belonging to your school will be referred to as the **contrasting** colour(s).

School	Dominant Colour	Contrasting Colour
Ancaster	purple	gold, white
Barton	navy blue	kelly green, white
Delta	red	white
Georges P. Vanier	white	blue, gold
Glendale	orange	black
Highland	red	white, grey
Hill Park	black	red, white
Orchard Park	royal blue	white, red
Parkside	green	white, grey, garnet
Saltfleet	navy blue	gold, white
Scott Park	maroon	white
Sherwood	kelly green	white
Sir Allan MacNab	royal blue	orange, white
Sir John A. Macdonald	gold	royal blue
Sir Winston Churchill	grey	cardinal red
Waterdown	black	red, white
Westdale	forest green	gold
Westmount	powder blue	navy blue, white

2. Each school is required to maintain its dominant colour for team sports. Should a team wearing a **contrasting** colour conflict with another school's dominant colour, the "offending" school must provide an alternative colour for that game.

3. Should <u>two</u> teams meet whose dominant colours are similar or the same, the <u>home</u> team will wear an alternate colour for that game.

4. If both teams fail to wear uniforms in their dominant colour and these uniforms are too closely matched for competition, the <u>home</u> team will wear an alternate colour for that game.

5. The officials will waive rules regarding proper numbering should "emergency" jerseys be used.

15-20

APPENDIX "D"

HAMILTON-WENTWORTH INTERSCHOLASTIC ATHLETIC COUNCIL AWARDS

TEAM SPORTS

Sport	medals per team	Total
Baseball (Senior Boys)	16 gold 16 silver	25 25
Basketball (Junior / Senior - Boys /Girls)	15 gold 15 silver	75 75
Field Hockey (Senior Girls)	18 gold 18 silver	18 18
Football (Senior - Division I, II)	40 gold 40 silver	80 80
Ice Hockey (Boys and Girls)	25 gold 25 silver	25 25
Slo-Pitch (Girls)	15 gold 15 silver	15 15
Soccer (Boy's and Girls)	20 gold 20 silver	20 20
Touch Football (Boys and Girls)	18 gold 18 silver	18 18
Volleyball (Junior and Senior - Boys and Girls)	15 gold 15 silver	60 60
Waterpolo (Junior / Senior Boys - Senior Girls)	15 gold 15 silver	45 45
Tennis and Badminton - Single/Doubles/Mixed Doubles/Team (Junior / Senior - Boys/Girls)	1 gold 1 silver	16 16
Cross-Country Running (Midget, Junior Senior) (plus winning team)	1 gold 1 silver 1 bronze	36 36 36
Track and Field (Boys /Girls - Midget/Junior/Senior/Open)	1 gold 1 silver 1 bronze	120 120 120

15-21

APPENDIX "E"

O.F.S.A.A. TRANSFER POLICY

As constituted under By-Law II (g), students moving from school to school and/or board to board are affected by the Ontario Federation of School Athletic Associations (O.F.S.A.A.) Transfer Rule.

No school shall include in its lineup any student who has been registered as a transfer from another school within the previous twelve (12) months. The Federation's Transfer Policy applies to all students transferring into Ontario high schools.

In accordance with the Federation's Transfer Policy Procedural Process, a student or his/her representative may apply to the Federation's Board of Reference to be deemed eligible to participate in Federation-sponsored events on the grounds that:

(a) there has been an accompanying change in legal residence to within the designated school boundaries by the student's parent(s) or the student's legal guardian as determined by the court of competent jurisdiction. The student must attend the closest school within the same type of school system (public, separate or independent) from where the student has transferred. If this is not the case, the student may apply under section (e) or (f) of the Transfer Policy.

(b) the student did not participate in that sport at the interschool level for the twelve (12) months prior to the date of transfer. However, a student who completes a twelve (12) month period of ineligibility as a result of a previous transfer and then transfers again, May not apply to be deemed eligible under this subsection for interschool competition in that sport.

(c) the student has transferred from a non-semestered school to a semestered school for semester I and is either within one (1) semester of graduation or is within four (4) OAC's of the academic requirements for university admission. the purpose of such a transfer is to complete high school in one semester. Such a student is eligible for semester I only and will be ineligible for twelve (12) months after the conclusion of the semester. Students who claim to be eligible under this subsection must have transferred to the school nearest to their parents' or legal guardians' residence which offers the subjects the student seeks.

(d) the student has been placed in a school by an I.P.R.C. (Identification, Placement and Review Committee) decision. The Federation's Board of Reference shall require and receive a letter from the principal of the school from which the student has transferred, stating the reason for the placement of the student by I.P.R.C.

(e) the student has transferred from major academic program needs. Major academic program needs are defined as a series of related courses which is unattainable at the

previous school and which is required to reach a specific post-secondary goal (i.e. college or university entrance, employment, apprenticeship). Students who claim to be eligible under this subsection must have transferred to the school nearest to their parents' or legal guardians' residence which offers this program.

(f) the student's case is an exceptional one, necessitating the transfer from the previous school to the present school.

Notwithstanding any of the above, no student may play the same sport for more than one school in the same league or municipality in the same school year unless the student is ruled eligible by the Federation's Board of Reference under subsection (e) or (f) of the Transfer Policy.

Notes:

1. Once a student has changed schools he/she is considered a transfer student and even if he/she returns to a school, he/she must comply with the Transfer Policy.

2. A student attending a school as a result of the closure of his/her former school is not considered a transfer student.

3. The word "participate in section (b) of the Transfer Policy means competing for your school in that activity. This includes exhibition games and invitational tournaments/events, not just league play.

4. The Board of Reference will not consider as reasons for transfer, the relative ranking of schools or the differences in delivery of courses with the same Ministry course codes.

5. Students moving from a school in a strike/lock-out area are ineligible for all sports played in the previous 12 months from their date of entry into the new school. Should students return to their former school once the strike/lock-out is over, they are considered transfer students

The Federation's Board of Reference shall, in its sole and exclusive discretion and authority, consider such application and rule the student eligible or ineligible.

IT IS IMPORTANT TO NOTE THAT THE FEDERATION'S ***TRANSFER POLICY PROCEDURAL PROCESS*** IS CRITICAL TO GUIDING A STUDENT THROUGH THE TRANSFER PROCESS.

A CURRENT VERSION OF THE TRANSFER POLICY PROCEDURAL PROCESS IS AVAILABLE BY CONTACTING THE H.W.I.A.C. ATHLETIC OFFICE (527-5092, ext. 2275) or O.F.S.A.A. (905) 761-5540.

15-23

APPENDIX F

Hamilton-Wentworth Interscholastic Athletic Council
Scheduling Formats

The conference/divisional alignment for all sports will be as follows:

EAST CONFERENCE	WEST CONFERENCE
Barton	Ancaster
Delta	Highland
Glendale	Hillfield-Strathallan College
Hill Park	Parkside
Orchard Park	Sir Allan MacNab
Saltfleet	Vanier
Scott Park	Waterdown
Sherwood	Westdale
Sir John A. Macdonald	Westmount
Sir Winston Churchill	

Both conferences will be further divided into two divisions based on geographic convenience, unless modified by the District Athletic Council.

Scheduling Guidelines

Given the above conference/divisional alignment, the following scheduling guidelines will apply to all sports/activities unless modified by the District Athletic Council. Each conference/division (East or West) will be treated independently of the other.

Where entry provides -

- conference of 10 - create two divisions, each with five teams. Each division would play home/home (8 games) within the division and once - home or away - against the other division (5 games). This would result in a total of **13 games** for each team.

- conference of 9 - create two divisions - 1 with 5 teams and 1 with 4 teams. Each division would play home/home within the division and once - home or away - against the other division. This would result in the **11 games** for the 4 team division and **12 games** for the 5 team division.

- conference of 8 teams - create two divisions with 4 teams each. Each division would play home/home (6 games) within the division and once - home or away - against the other division (4 games). This would result in a total of **10 games** for each team.

- conference of 7 teams - home/home against each team in the division for a total of **12 games** for each team.

- conference of 6 teams - home/home against each team in the division for a total of **10 games** for each team.

- conference of 5 teams - home/home against each team in the division for a total of **8 games** for each team.

Playoffs

At the conclusion of regular season play, the top two teams in each division will advance to playoffs using a format determined by the District Athletic Council and specified in the playing regulations of the sport/activity concerned.

16(i)

1999 06 02

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: POLICY – STAFF RETIREMENT RECOGNITION

RECOMMENDED ACTION:

It was moved by _____ That the Staff Retirement Recognition Policy be approved as the policy for The Hamilton-Wentworth District School Board.

Rationale

It was the practice of both predecessor Boards to honour its retiring staff. Last year, the Board authorized a retirement reception for the retiring employees pending the development of a Board policy in this regard.

The attached Policy and Operating Procedures were presented to the Joint Advisory Committee at its May meeting where it was approved.

16(j)-1

Policy No. 000

DRAFT

STAFF RETIREMENT RECOGNITION --CATEGORY--

Date Approved: 00/00 **Projected Review Date: 00/00**

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board to recognize its retiring employees.

RESPONSIBILITY: Director of Education and Secretary

OPERATING PROCEDURES:

1. All retiring employees shall be invited to a Board-sponsored retirement reception. The invitation will include the opportunity for each retiree to bring a guest.

2. The reception will be held each year with the details planned by the Office of the Director of Education and Secretary in consultation and collaboration with the Chair of the Board.

3. A commemorative gift for each employee in recognition of the years of service shall be chosen by the Chair of the Board.

4. All Trustees and Senior Officials shall be invited to attend.

5. The cost of the reception not to exceed the approved budgeted amount.

Reference: Not applicable.

1999 06 02

16(ii)-1

Approved for distribution by the Director.

Signature: [signature]

Date: May 28/99

TO: **Merv Matier, Director of Education**

FROM: **P. Gillie, Superintendent of Education**

RE: **Safe Arrivals Policy - Update**

RECOMMENDATION:

1. Moved by _____, seconded by _____ that, the Policy for Safe Arrivals be brought for approval to the September 1999 Education Committee.

RATIONALE:

- A draft policy statement for a safe arrival along with operating procedures has been circulated in order to invite input before a final policy is approved.
- The draft policy has been taken to the Joint Advisory Committee and received support.
- Specific responses identifying issues to be clarified, suggestions for wording changes, and general ideas have been received from about one third of the schools. Samples have been received from about half.
- Overall, there is acceptance of the policy statement and the operating procedures. However input has identified five main areas that will require more time to address. Input has indicated a concern about responsibility and accountability. (Input Summary attached)
- Schools have asked for standard procedures for some practices and for universal forms and letters to use in communicating the policy.
- The Ministry of Education goal/suggestion is to have the policy implemented by the end of October.
- Some additional time is needed to develop the materials the schools would like and to insure that clear statements about procedure are in the policy and the communication documents that will go with the policy.
- The Safe Arrival Committee met to review the Policy Statement and Operating Procedure against the input received. The Committee is in the process of making some revisions to the operating procedure and developing support materials to go with the Policy. This work is expected to be done by the end of June.
- There is concern about the issue of accountability and liability. Consideration is being given to seek legal advice with respect to the wording in the policy once a final draft is developed.

ATTACHMENTS :

APPENDIX A Safe Arrival Program Policy Development Input

16(i)-2

APPENDIX A

SAFE ARRIVAL PROGRAM POLICY DEVELOPMENT INPUT

School Principals were asked to review the current school practice regarding safe arrival at school and compare it to the Ministry of Education Memorandum and the draft policy for the Board.

Principals were asked to gather input from their staffs, School Council, parents and the community. Principals were invited to forward comment and input on the policy.

Responses were received from about a quarter of the schools and samples have been received from almost all in the Board.

The following information is an outline of the input and comments received on the responses. Overall there were five topics that were frequently raised and should serve as the system direction to revise the draft policy.

MAIN ISSUES CITED

1. The role of **volunteers** and the processes that would be required under the Municipal Freedom of Information and Right to Privacy Act has been raised universally by all. Existing collective agreements were also cited and there is question as to how and when volunteers could be used.

   A decision will need to be made about the status/ role of volunteers with respect to this policy.

2. The role of school personnel in administering the policy and **containing the policy to its purpose** of safe arrival is an area that needs to be very clear. Questions about departure from home and returning home have been raised. The extent to which members of the community bear a responsibility for the safe arrival of students is of high concern.

3. The issue of **what is reasonable** or to what extent will the school be expected to go under the policy is raised. The practicality and ability to do so every day is a concern. The issue of liability is raised. Secretaries have expressed concern in particular.

4. **Communication** when English is not the language or telephone contact is not possible needs to be clarified.

5. The system would like sample letters, forms, logs and directions in order to insure **consistency** across the District.

The section that follows outlines comments for each part of the policy. Comments have been organized under

Issues
Wording Suggestions
General

In some instances comments have been subgrouped .

APPENDIX A

SAFE ARRIVAL PROGRAM POLICY DEVELOPMENT INPUT

POLICY STATEMENT COMMENTS:

ISSUES:

1. Not sure - is safe arrival also arrival back home? Nowhere is there mention of our responsibility in regards to this.
2. What about safe departure procedures i.e. JK students being delivered home or at bus stops where no parents are. I feel this should be part of this policy.
3. Please define "reasonable" - 2 calls, 3 calls - to what length do we go to determine where a child is?

WORDING SUGGESTIONS:

- I would put "Parents and guardians are responsible for their children's safety" FIRST as the first sentence. I would leave out sentence #1 "A safe-arrival program is a system of procedures …
- Does this statement guarantee we will make contact? Should it have added "parents and schools will share this responsibility"?
- The wording under Purpose is awkward. We suggest the intent of the last sentence could be more clearly expressed in 2 sentences:
  "Safe arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school. Such programs will involve all reasonable efforts to make timely contact with parents, guardians or caregivers for any unexplained absence from school."
- Addition to 2nd sentence "parents and guardians and care givers …"
- Delete volunteers from 1.1 and 1.3 - volunteers should not be involved in knowledge of why a child may be absent or parent's phone number

GENERAL:

- Policy statement is great - suggest "purpose" be reduced.
- Great - clean and simple

SECTION 1: DESIGN COMMENTS:

ISSUES:

1. Should bus operators, companies also be included i.e. JK/SK procedures in regards to safe delivery. This should not be left at the local level but on a system level as well.
2. be specific as to the age, bussed students, J.K. (who are already accompanied) - do we have to phone everyone?
3. Clarify "advice from other community members"
4. Delete volunteers from 1.1 and 1.3 - volunteers should not be involved in this program

WORDING SUGGESTIONS:

- 1.1 add school personnel
- 1.1 - … parents, volunteers, and other community members - not needed (means the same as volunteers)
- 1.3 - The roles and responsibilities of parents, guardians, care givers (add)

GENERAL:

- I suggest adding the notion that the plan needs to be communicated and reviewed from time to time - new students to school, Canada
- The parents who reviewed the policy were concerned about the situation re: snow emergencies - we need a standard policy in the event of snow closure. If school closed due to poor weather what about the situation where no staff are at school but pupils may be dropped off?
- Can I have the Municipal Freedom Of Information and Protection Of Privacy Act Section 31 in a summary?

APPENDIX A

SECTION 2: IMPLEMENTATION COMMENTS:

ISSUES:

This section brought in the most comment and input. School Secretaries and School Councils also provided comments. A good deal of concern has been provided about the use of volunteers, freedom of information and existing collective agreements. (Also cited by school secretaries and School Councils)

VOLUNTEERS/FOI/COLLECTIVE AGREEMENTS

- In terms of Secretarial Unions what are volunteers allowed to do?
- In terms of F.O.I. what are volunteers allowed to do?
- 2.8 use of volunteers - could be federation conflict and FOI problem
- Please provide a legal framework re volunteers. Under what conditions may the principal allow volunteers access to school records - phone numbers? You miss the reality that many parents don't have a telephone or change the number frequently - how will I insure a child is not lost or in trouble if I can't call the parent? At this time I have an agreement that after 3 times when the child was absent and the parent did not inform the school, I send a letter requesting co-operation but saying that I won't be responsible (I guess this is illegal now)
- Please provide a legal framework re volunteers
- 2.8 - THIRD BULLET - does this imply that volunteers can have information? - this goes against OCTU collective agreement - If we are allowed to use parent volunteers this will be easy and effective - we believe that FOI limits this

- SECRETARIAL CONCERNS:

  2.4 - Consider getting call answer for both phone lines
  2.5 - agree with modification on snow days - how about days when mornings are hectic with registrations, illnesses, etc.? (how liable am I if calls don't get made?)
  2.7 - How many calls are considered "reasonable"?
  2.8 - Can we use our school register for numbers if volunteers are making the calls? Is a written log sufficient or will we need to set up a log on computer?
  2.8 - Parental consent is not always given for volunteers. Are we opening a door for parents to take issue?
- Secretaries in big schools don't have time to keep phoning. We also don't have funds for long distance

LANGUAGE

- 2.6 can be problematic at times
- 2.6 - how would this be accomplished? - timelines? Training (who?where?when?) - consequence for chronic absence?
- how can we assure communication in every language?
- 2.6 - how do we contact homes where English is not spoken? We have 27 different languages, other than English spoken here

SCHOOL COUNCIL INPUT:

- Very disturbed, regardless of any training, that parent volunteers would have access to confidential information. They do not want volunteers making the calls.
- How can we be expected to communicate in any language other than English?
- Do not feel that we should be phoning grandparents, neighbours or alternate caregivers if there is nobody at home - that might upset people. We should contact parents at work or home only, unless there is obvious reason to be concerned.
- Shared concern that this is a much more difficult task for a big school or a school in the core of the city and that extra secretarial support should be made available to these schools

APPENDIX A

SECTION 2: IMPLEMENTATION COMMENTS cont.

DOCUMENTATION

- 2.8 "Key information could include:" - clarification required around the "could" - Are the suggestions optional or required?
- Samples of exemplary practice/models JK-5, JK/K-8, 6-8 would be appreciated.
- 2.8 re parental consent - it would be helpful to have such a form standardized by the Board
- 2.8 - FIRST BULLET- what does this mean? - we erase the tape each day- do we keep this now?
- 2.8 - SECOND BULLET - SIS has this

PROCEDURE

- 2.7 - what steps should be considered? When are police or CAS called?
- 2.7 - change to read:"...when a follow-up contact with a parent cannot reasonably be made".
- 2.7 Expectations as to the extent of steps that must be taken when a follow-up contact cannot be reasonably made
- Need to specify what the appropriate training should include
- Not sure if volunteers in our school office have been properly trained in safe arrival program when regular secretary is out.

WORDING SUGGESTIONS:

- Delete 2.2
- Delete 2.8 - bullet #3 "and/or volunteers"
- Delete 2.8 and 2.2 - item 3 "and/or volunteers". Having volunteers contact parents breaks confidentiality issue (parents phone numbers given to volunteers)
- 2.2 - delete "and all volunteers"
- "wherever possible" should be added to the beginning of 2.6
- 2.8 - delete "and/or volunteers"

GENERAL:

- What does 2.3 mean? Are we talking about parents as volunteers making phone calls or is this something else?
- Re volunteers - will Trevlac system allow us to print lists of specific information (just phone Numbers?)
- 2.8 - what information needs to be logged? How detailed?
- Is point 2 of 2.8 going to be covered by the Board's student information system?
- We also don't have funds for long distance
- Good outline
- Define the parameters of supervision
- There is enough direction for safe arrival, however more specific direction is needed in regards to safe delivery

APPENDIX A

SECTION 3: REVIEW COMMENTS:

The comments for this section are indicating that more direction should be included in the policy about who reviews the practice of the policy at the school level, how often it should be reviewed, and what specifically should be reviewed.

WHO:
- Who reviews?
- Who will review? How often?
- with staff, school council, volunteers
- clarify who reviews

WHEN:
- Timelines
- Review yearly
- Should be specified "when" the safe arrival program should be reviewed?
- How often?
- Possibly guidelines on how often a review should occur - Yearly? Every 2 years?
- Adequate but suggest: yearly with staff, school council, volunteers
- Need to specify frequency of review to ensure it takes place
- clarify who reviews
- volunteers should be trained before being permitted to work in office and be aware of school procedures

WHAT:
- Sample of parent consent for school staff and/or volunteers to make contact with home (in accordance with FOI)
- Indicators of what the District Board would like to see evaluated
- Who reviews the program?
- ...and to determine areas that require revision

ISSUES:
- The words "must" and "shall" will leave us vulnerable for law suit
- volunteers should be trained before being permitted to work in office and be aware of school procedures

WORDING SUGGETSION:

- Could add a qualifier: "should circumstances change which would effect the program"

SECTION 4: RESPONSIBILITIES COMMENTS:

Other people whose responsibilities should be outlined

- Bus companies/drivers
- Secretarial staff
- Any formal role of superintendents should be identified
- What about students' responsibility taking this information home to parents?
- Social worker role - following up on attendance concerns

ISSUES:

- Do parents have the responsibility to alert the school if child is a runner or chronic truant etc.
- need to stress that it is the parent's responsibility to report absences or lateness
- add secretary, what is the role of the secretary? Presently calls made by her.
- no parents should have access to student information
- children in split families go back and forth, how do we know what is going on from day to day?
- CAS takes children into care but do not inform school (or HWDSB)
- Do parents have the responsibility to alert the school if child is a runner or chronic truant etc.
- 2.3 - who provides training and supervision?

APPENDIX A

SECTION 4: RESPONSIBILITIES COMMENTS: cont.

VOLUNTEERS

- 4.5 - Federation/FOI conflict
- no parents should have access to student information
- 4.5 - Volunteers may not always be used - eg. small school - secretary may be able to handle - this word should be more flexible
- SECRETARIES - In our school the secretary makes all calls. Please note: It is our understanding that O.S.S.T.F. does not support volunteers doing this clerical task.
- Does using volunteers in school offices conflict with current OCTU contract if secretary is responsible for maintaining policy?
- Concern re use of volunteers with clerical Collective Agreement - we will need to be sensitive to this
- Some concern that volunteers are included as if they are a requirement - please add "if used"

WORDING SUGGESTIONS:

- Delete all of 4.5
- Delete 4.5 - entire sentence - volunteers should not have access to parent's phone numbers
- add "follow up" contacts

GENERAL:

- 3.1 - who reviews the program?
- 4.5 – great

SECTION 5: ATTENDANCE COMMENTS:

ISSUES:

- 5.4 - Is this necessary if we've called the home during the absence?
- 5.4 - Is this necessary with a Safe Arrival Program in effect? (Since we will already have called to determine the reason for absence)
- 5.5 - Teachers need to send attendance down earlier and more regularly (some do not arrive in the office until lunch time)
- looks great but 5.2 is not supported by the courts
- define "reasonable"
- late arrivals?
- consider amount of time that elapses before a note is required
- If all else fails to contact parent guardian etc. further information is requred as to who should be contacted (e.g. police)

WORDING CHANGES:

- 5.4 - instead of using "after" try "the first day of"
- 5.4 - instead of using "after" try "the first day of"
- 5.1 add: "or who is registered at the school after "every child of conpulsory school age"

GENERAL:

- the principal needs to provide the times for the school day. We (most schools) also have a safe dismissal policy
  1. children go home in pairs
  2. do not leave the yard if a parent is late
  3. when the duty teacher finishes the supervision duty all children who were not picked up are taken into the school. They call home and sit at the office. Parents know that after 3:45 their child will be inside the building in the office - safety is just as important at the end of the day as the morning, I'm sure you agree
- 5.7 - vague statement - what is intended here?

MATERIALS REQUIRED COMMENTS:

GENERAL:

- An example of an effective, concise school policy already in place will save the rest of us from re-inventing the wheel.
- Any standard letters or samples of newsletter statements would be appreciated
- It would be nice to have a notice to parents from the Board every year in September that outlines parental expectations regarding student "safe arrival". It may carry more weight.
- Brochure produced centrally to outline the basic program.
- A common "log" form may help (simple to record/checklist)
- Samples of exemplary practice / models JK-5, JK-8, 6-8 would be appreciated

EQUIPMENT REQUIRED

Most have indicated no additional equipment is required. However examples of the types of equipment that may be needed over time have been provided.

Items Which Need To Be Purchased:

- Phone line adjustment
- A new answering machine
- Answering machines and services to record attendance information
- An additional telephone line
- TTY/TTD (not needed now, but may be needed later)

COMMENTS:

- No equipment is needed, however we need someone to make home visits when there is no telephone available
- Many of our parents do not have telephone service or have it inconsistently, therefore other arrangements would have to be devised
- Does a school have permission to spend classroom dollars on phones??

- Pleasant Valley has a hearing impaired class. Though we have no special needs at present, we may in the future.
- If in the future we had a deaf parent/guardian we would require the telephone device for the deaf

- For whatever reason, the fax line and the Safe Arrival Line (answering machine) are on our #1 line to our school. To straighten this out I anticipate costs exceeding $300.
- Bell Call Answer and long distance charges program - (Our answering machine will only kick in if no lines are being used. If the secretary is on one line, a parental call goes unattended. Parents work in Toronto, Oakville etc.)
- The Board has a plan to "renew" old county phone systems. We need this now.
- Telephone in a quiet area with a desk in close proximity to the school office
- We have added "Bell Call Answer" to our telephone service to ensure all messages are received from parents/guardians
- Voice messaging purchased Feb. 99 - expensive
- Corporate rates for voice messaging - all schools
- A system which allows or has an "off" option during school hours (our current system is expensive and cannot be turned off)
- Perhaps a switch from answering machine to Bell call answer
- Telephone services (Bell Call Answer with extra "boxes")
- An answering machine might facilitate this policy - parents might find it easier to phone the night before or early in the morning
- Extra phone line to make calls - mornings especially are very hectic with calls and therefore provisions for extra line needs to be considered
- No equipment required, however, this could change from year to year. We have a bell system answering service to help with attendance. This was an unexpected expense this year.
- An automated system would be a huge asset and time saver
- The parents who reviewed the policy were concerned about the situation re: snow emergencies - we need a standard policy in the event of snow closure. If school closed due to poor weather what about the situation where no staff are at school but pupils may be dropped off?
- Re volunteers - will Trevlac system allow us to print lists of specific information (just phone Numbers?)
- Can I have the Municipal Freedom Of Information and Protection Of Privacy Act Section 31 in a summary?

#16(iii)-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

June 2, 1999

Approved for distribution by the Director.
Signature: M Matier
Date: May 28/99

To: Merv Matier, Director of Education and Secretary

From: Ken Bain, Superintendent of Education

Date: June 2, 1999

Re: ***Early Identification Process Policy***

Recommended Action:

Moved by _____ that the Early Identification Process policy be approved as recommended by the Joint Advisory Committee, Executive Council and SEAC.

16(iii)-2

DRAFT

Policy No. 000

EARLY IDENTIFICATION PROCESS POLICY

Date Approved: 05/99 **Projected Review Date: 05/01**

REVISED

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board that all Junior Kindergarten and Senior Kindergarten Students participate in the Early Identification Process.

RESPONSIBILITY: Superintendent of Education with responsibility for Early Learning

DEFINITION: Early Identification is a process to identify the needs and abilities of early learners. It is designed to support the child and the classroom teacher by providing appropriate supports when necessary. The process includes a general screening of all pupils at entry, a finer screening of certain children and a full assessment of a few children.

INTERIM OPERATING PROCEDURES:

For this Procedural Model, plans have been prepared for children related to their previous education experiences. Four classifications of pupils were considered:

1.0 Children registering in Junior Kindergarten and Senior Kindergarten who have had no previous school experience.

1.1 Early Identification Procedures for Junior Kindergarten Pupils

- Spring (Pre-entry)- Orientations for Parents-held at each Elementary School.
- Spring (Pre-entry)- Orientation Visits to the classroom (optional)-arranged by individual Elementary Schools and Kindergarten staff.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Intake Information Forms will be shared with school personnel for students who are entering Junior Kindergarten who have previously attended a Childcare under the Umbrella Family and Child Centres of Hamilton- assessments completed by the Early Childhood Education staff and shared with receiving Kindergarten Teacher.
- September-Delayed Enrolment to permit School Visit (completion of Social History Form; and Teacher Observation Form)-arranged by school secretary or Kindergarten Teacher and held at each Elementary School.
- September-Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.

- February- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- June- Anecdotal Report Card- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

1.2 Early Identification Procedures for Senior Kindergarten Pupils Without Junior Kindergarten Experience

- Spring (Pre-entry)- Orientations for Parents-held at each Elementary School.
- Spring (Pre-entry)- Orientation Visits to the classroom (optional)-arranged by individual Elementary Schools and Kindergarten staff.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Intake Information Forms will be shared with school personnel for students who are entering Junior Kindergarten who have previously attended a Childcare under the Umbrella Family and Child Centres of Hamilton- assessments completed by the Early Childhood Education staff and shared with receiving Kindergarten Teacher.
- September-Delayed Enrolment to permit School Visit (completion of Social History Form; and Teacher Observation Form)-arranged by school secretary or Kindergarten Teacher and held at each Elementary School.
- September- Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.
- November- Review the progress of all children-Principal and/or Vice-Principal and the Kindergarten Teacher.
- November- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- March- Anecdotal Reports– classroom teacher responsible
- June- Anecdotal Report- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

2.0 Children continuing with their education in Kindergarten after having experienced Junior Kindergarten.

2.1 Early Identification Procedures for Senior Kindergarten Pupils With Junior Kindergarten Experience

- September-Delayed Enrolment of up to two days maximum.
- September- Gradual Staggered Entry-arranged by school secretary or Kindergarten Teacher.

- November- Review the progress of all children-Principal and/or Vice-Principal and the Kindergarten Teacher.
- November- Information sharing with Parents during Observation and Parent Interviews- classroom teacher responsible.
- March- Anecdotal Reports– classroom teacher responsible
- June- Anecdotal Report- classroom teacher responsible
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification
- June or September - Observations of each child shared (may include the use of the Assessment Guide)- provisions made by the Principal for the Kindergarten Teacher to meet with next teacher.

3.0 Children entering at the Primary Division Level (Grade 1).

3.1 Early Identification Procedures for Pupils entering Grade One without Kindergarten Experience

- Spring (Pre-entry)- School Entry Meetings for Children who have not attended Kindergarten- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- Spring (Pre-entry)- School Entry Meetings for Children with exceptionalities- Coordinated by the Early Childhood Education Consultant in collaboration with the appropriate community preschool agencies.
- November- Review the progress of all children-Principal and/or Vice-Principal and the grade one teacher.
- November-Optional parent observations are encouraged.
- Ongoing throughout the School Year-All Support Services available from the Board-contact made by each school's Learning Resource Team.
- Ongoing throughout the School Year- Consultation between teacher and principal for children who require immediate intervention and/or program modification.
- Information sharing with the parents during interviews and written reports in accordance to the requirements set by the Ministry of Education and Training, (three times per year)- classroom teacher.

4.0 Registration Procedures:

4.1 School office staff will ensure that the Student Registration Form is completed.
4.2 It is expected that the majority of beginning students will be registered in the spring preceding their first year of attendance.
4.3 It is not necessary to repeat the registration process for pupils attending Kindergarten who have already attended Junior Kindergarten and who have completed these forms previously.
4.4 A Parent Information Package is to be given out at this time - package should include Public Health booklet (Kids Starting School), Speech and Language questionnaire, and any relevant school information (see checklist).

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5.0 School Visits – Junior Kindergarten and Senior Kindergarten (Pre-Entry)

5.1 School visits of the Kindergarten children are arranged by the Teacher and/or secretary and usually take place within the first 6 school days of September.
5.2 The teacher obtains pertinent information about the child and the family, useful in understanding the child and assessing his/her developmental needs.
5.3 The teacher interacts positively with and observes the child using the Teacher Observation Form.
5.4 Guidelines for the interview are provided in the Procedure for September School Visit. It is hoped that this interview will give the teacher initial information about the child's attention span, receptive and expressive language ability, general level of comprehension, co-ordination, attitude, and general interests.
5.5 The Social History Form and the Teacher Observation Form are to be completed at this time for students who have not attended Junior Kindergarten.

6.0 Delayed and Staggered Entry

6.1 Delayed Entry in September occurs in order to provide Kindergarten teachers with time to assess those children with no previous school experience. Staggered Entry begins once all School Visits are completed.
6.2 There will be 6 days Delayed Entry for children with no previous school experience.
6.3 There will be a maximum of 2 days Delayed Entry for Senior Kindergarten children when more than 2/3 of the class has attended Junior Kindergarten.
6.4 ½ of the classes would attend for one full session on each of the two days after the completion of school visits for half day every day programs, and four days for full day alternate day programs.

7.0 Kindergarten Orientation (Pre-Entry - June)

7.1 An orientation session for parents/guardians of children with no previous school experience will be held in the Spring (day or evening). This visit will promote an understanding of the Kindergarten program and the unique nature of each school.
7.2 The Kindergarten Teacher and the Principal can make arrangements for the children to visit the Kindergarten class, either in small groups or all at one time.
7.3 Presentations by support personnel could include: Secretary, Public Health, Speech and Language, Social Worker, Learning Resource Teacher, Educational Assistant, Home and School representative, Trustee
7.4 Checklists have been provided in order for schools to prepare for Kindergarten Orientation

8.0 The Kindergarten Year – Assessment Guide

8.1 In order to assist Kindergarten teachers with a uniform approach to the observation and assessment process for the Kindergarten year, a detailed form is provided. This

Assessment Guide may be used throughout the school year to record the progress of each child.

8.2 In addition, this form may be instrumental in assisting the teacher in preparing for communication with parents and the Grade One teacher at the end of the Kindergarten year.

8.3 The use of the Assessment Guide is optional.

9.0 Support Services

9.1 If a teacher evaluates a student and believes that additional support is necessary for that student, the first step in procuring that support is a discussion with the child's parents or guardians and the in-school resources such as the Principal/Vice-Principal or Learning Resource Teacher. After an in-depth review, this team may decide that it is necessary to seek more specialized assistance from resources outside the school. The Principal may request assistance from Student Support Services.

9.2 If, as a result of the School Meetings, more specialized professional supports are required; referrals or consultations can be co-ordinated through the various members of the school team to access appropriate resources in the community.

9.3 A teamwork approach will be emphasized to utilize, in the best possible ways, the training, the experience, and the knowledge of a variety of professionals, including teachers, principals/vice-principals, psychological consultants, speech/language pathologists, special education personnel, social workers, behavioural team, school nurses and other health professionals and community resources, where needed.

10.0 September School Visits

10.1 The Purpose of the September School Visits are:

- to familiarize the child with the classroom;
- to develop a rapport between teacher, parent and child in a positive environment
- to obtain a Social History;
- to obtain some general information about the child's stage of development in areas of language, mathematics, social and personal growth.

(More specific information will be gathered in the regular classroom situation during the ensuing weeks.)

10.2 Procedure

- The parent and child come to Kindergarten for a minimum of one-half hour appointment.
- Using a variety of manipulative materials (or other play materials), the teacher plays and talks with the child using the guide questions provided as examples. The Teachers Observation has been designed for this interview and is to be used as the primary tool to gain valuable information about the child's development.
- The teacher, in interaction with the child, will use enabling questions and encourage the child to respond in a variety of ways. While the child is playing

with the materials provided, the teacher will also observe gross and fine motor co-ordination, auditory behaviour, and attention span.

- This procedure is not a test. The child's performance is not being scored, nor is it being assessed in relation to others.. It is the role of the teacher to create a relaxed and informal atmosphere. The strategy is the first step in the continuous ongoing assessment of the child and the foundation towards a trusting relationship between teacher and child.
- The child continues to play with these or other materials (picture making, lego) while the parent and teacher complete the **Social History Form.**
- It is suggested the **Parent's Guide to Kindergarten Expectations** be distributed to parents at this time.
- The teacher will provide an opportunity for parents to ask question and look around the Kindergarten room.
- The **Social History Form** and the **Teacher Observation Form** are to be retained in the Kindergarten teacher's personal records.
- After parent and child leave, the teacher immediately makes note of her observations.

11.0 RESOURCES:

11.1	Social History Form	- Appendix A.
11.2	Teacher Observations	- Appendix B.
11.3	Assessment Guide	- Appendix C
11.4	Umbrella Family and Child Care Centres of Hamilton - School Intake Information	- Appendix D
11.5	Speech and Language Questionnaire	- Appendix E
11.6	Checklist for Orientation	- Appendix F
11.7	Checklist for School Information Booklet	- Appendix G
11.8	Regional and Provincial Pre-school Initiatives	- Appendix H

REFERENCE:

A Response to Ministry Memo 15/78: Identification of Children's Needs and Ministry Memo 24/79: Identification of Children's Needs - Appendix I

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Appendix A.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

EARLY IDENTIFICATION PROGRAM
SOCIAL HISTORY

Interview attended by: _____

THIS FORM SHOULD BE RETAINED IN THE TEACHERS' RECORDS DURING THE YEAR AND FORWARDED TO THE OSR AT YEAR END OR WHEN THE STUDENT TRANSFERS.	STUDENT'S SURNAME	SEX M ☐ F ☐
	GIVEN NAMES (CIRCLE NAME USED)	
SCHOOL NAME	DATE OF BIRTH / YEAR / MONTH / DAY / BIRTHPLACE	
JR. KDGN. ☐ SR. KDGN. ☐	ADDRESS	
LANGUAGE SPOKEN AT HOME	TELEPHONE NUMBER	

	SURNAME	GIVEN NAME	1st LANGUAGE
FATHER			
MOTHER			

Previous nursery school or daycare experience.	Current babysitting or daycare arrangements (names and phone numbers).
Child's attitude toward beginning school. e.g., How does your child feel about starting school?	How will your child be transported to and from school? Who is authorized to pick up your child?
Names of family members in the home. Name / School / Grade _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Child's activities outside of home (outdoor play, clubs, lessons, sports).
Child's social behaviour. Does your child prefer to play alone or with others?	In Kindergarten, the parent/guardian hopes the child will learn:

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Information that will help the teacher understand the child (toileting, sleeping, behaviour, dressing, fears, temperament).

Check the materials that the child has used.

children's books	☐	crayons/markers	☐	scissors	☐	other:	_____
pen/pencils	☐	blocks	☐	paint	☐		_____
puzzles	☐	bikes/trikes	☐	glue	☐		_____

Child's favourite home activities.

Previous community, medical, social agencies involved (Growth & Development, C.A.S., Healthy Babies, Healthy Children, Speech & Language Programs, etc.).

Health/Medical History (e.g., birth and development history, allergies, asthma, ear infections, medications, vision, hearing, speech).

Other information (family traditions, religious holidays, etc.).

Date _____ Teacher's Name _____ Teacher's Signature _____

EARLY IDENTIFICATION PROGRAM
TEACHER OBSERVATIONS

School: _____ **Date:** _____

Name of Teacher:	**Name of Pupil:**	**Pupil's Age:**

Extend or modify task to meet child's development.
With a collection of your choice of familiar objects (e.g., farm animals, vehicles, household objects, pattern blocks, attribute blocks, dinosaurs, cups and saucers, teddy bear counters), record your observations in the boxes after the interview.

COUNTING SKILLS: (rote, one-to-one matching, number identification, conservation of numbers)

SORTING: (colour, size, shape)

COPY/EXTEND or CREATE A PATTERN:

RECOGNITION OF TWO-DIMENSIONAL SHAPES:

RECEPTIVE LANGUAGE: (check boxes)

1. One-step directions: Touch the _____ . ☐
2. Two-step direction: Take the crayon (e.g.) and give it to me. ☐
3. Three-step direction: Take the dinosaur, put him in the truck and take him for a ride. ☐
4. Did the child answer your questions? ☐
5. Did the child pay attention? ☐
6. Understanding of Spacial Relationships:

   Put the _____ under the table ☐

   beside the (another object) ☐

   and in my hand. ☐

EXPRESSIVE LANGUAGE: (picture attached)

- Tell me about the picture. (labeling or extending)
- What might happen if? … (imagination)
- What do you think will happen next? (predicting)

DRAW A PICTURE OF YOURSELF (while discussing Social History Form with parents).

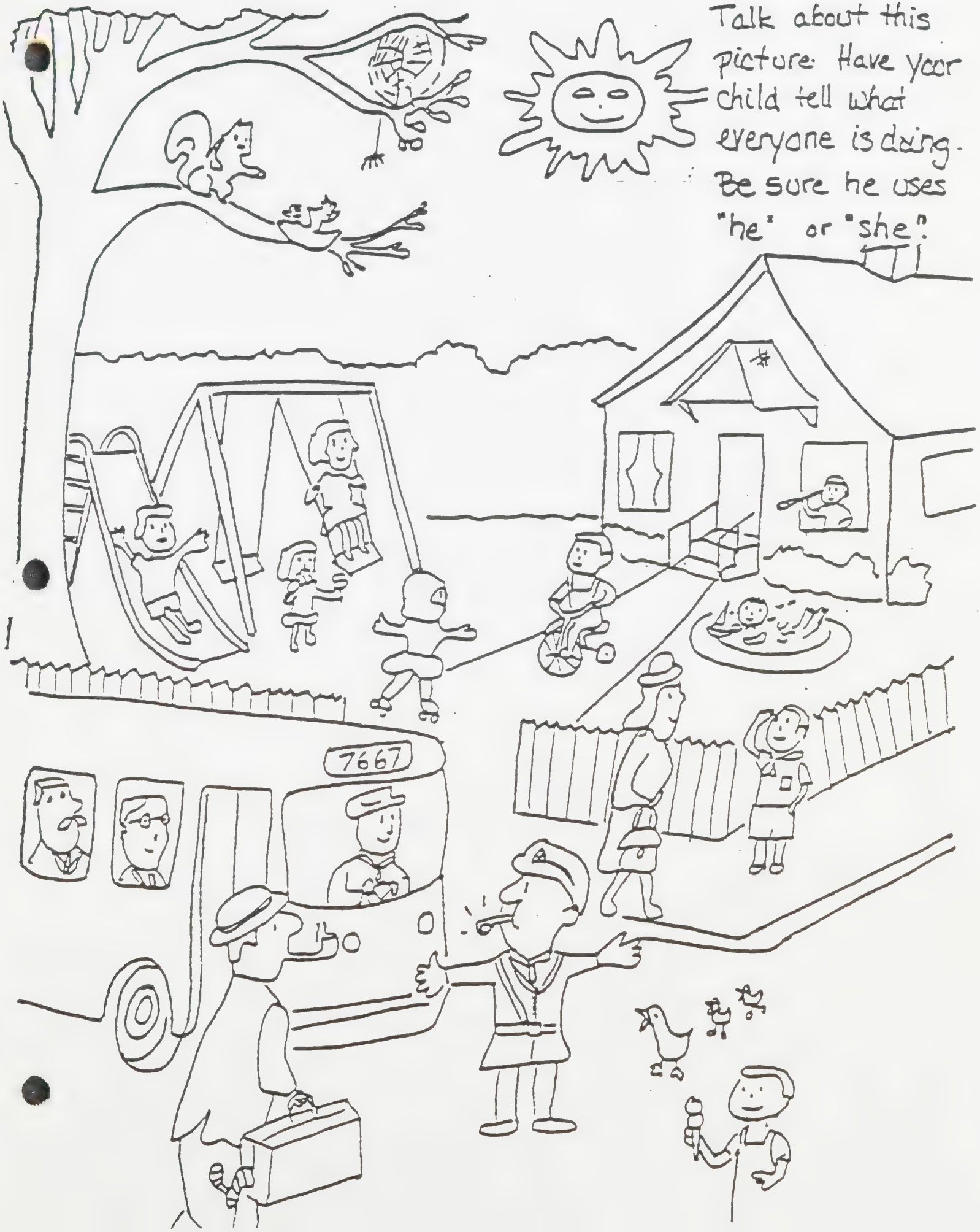
- Print your name.
- Ask child to name or recognize: body parts ☐ colours ☐

(Modify questions according to product.)

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Appendix B.

Talk about this picture. Have your child tell what everyone is doing. Be sure he uses "he" or "she".



Student: _____

Early Identification

Assessment Guide

for
Junior Kindergarten
and
Senior Kindergarten Students

Teacher(s): _____

_____

Date: _____

School(s): _____

_____

Date: _____

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Appendix C.

Name _____

LANGUAGE	Date	Comments/Modifications/Extensions
Communicate effectively by listening and speaking.		
• communicate needs to peers and adults		
• listen and respond to others in a variety of contexts		
• follow simple directions and respond appropriately to familiar questions		
• describe personal experiences and retell familiar stories using appropriate vocabulary and basic story structure		
• ask questions, express feelings, and share ideas		
• use language to connect new experiences with what they already know		
• listen and respond orally to language patterns in stories and poems		
• demonstrate awareness of individual sounds and sound patterns in language		
• use gestures, tone of voice, and other non-verbal means to communicate more effectively		
Demonstrate understanding of a variety of written materials that are read to them.		
• listen to stories, poems, and non-fiction materials for enjoyment and information		
• respond appropriately to a variety of materials read aloud to them		
• identify favourite books and retell the stories in their own words		
• demonstrate understanding of a story by making predictions		
• make connections between their own experiences and those of storybook characters		

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Name _____

LANGUAGE	Date	Comments/Modifications/Extensions
Communicate thoughts and feelings using writing strategies that are appropriate for beginners.		
• write using a variety of tools and media		
• write simple messages using a combination of pictures, symbols, letters, phonetic spellings, and familiar words		
• contribute words or sentences to a class narrative		
• print most of the letters of the alphabet, their own name and names of family members, and some short words		
Use and respond to a variety of media materials.		
• use a variety of media		
• use a variety of materials to communicate information		
• respond to media materials verbally and non-verbally		
• begin to distinguish between the imaginary and the real		
Make sense of simple written materials (e.g., familiar words, signs, labels) using reading strategies that are appropriate for beginners.		
• demonstrate awareness of some conventions of written materials		
• identify some features of books and other written materials and use these features to help them understand the printed text		
• recognize that words often consist of beginning, middle, and final sounds		
• identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meaning		
• use language patterns (e.g., word order) and sound patterns (e.g., rhyme) to identify words and to predict the next word		

Name _____

MATHEMATICS	Date	Comments/Modifications/Extensions
Number Sense and Numeration		
• sort and classify objects into sets according to specific characteristics, and describe those characteristics		
• match objects by one-to-one correspondence		
• estimate and count to identify sets with more, fewer, or the same number of objects		
• count orally to 30, and use cardinal and ordinal numbers during play and daily classroom routines		
• recognize and write numerals from 1 to 10		
• demonstrate awareness of addition and subtraction in everyday activities		
Measurement		
• use simple measurement terms correctly		
• order two or more objects according to size or mass		
• use non-standard measuring devices appropriately		
• identify the values of some coins		
Spatial Sense and Geometry		
• use language accurately to describe basic spatial relationships		
• identify and sort three-dimensional objects		
• identify and sort two-dimensional shapes		
Patterning		
• identify and reproduce simple patterns		
• create and extend simple patterns using a variety of materials or actions		
Data Management and Probability		
• place some specific types of objects on concrete graphs and pictographs		
• compare information on objects using two categories		
• use simple grids correctly		
• use language of probability		

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Name _____

PERSONAL & SOCIAL DEVELOPMENT	Date	Comments/Modifications/Extensions
Demonstrate a positive attitude towards themselves and others.		
• recognize personal strengths and accomplishments		
• identify and talk about their own interests and preferences		
• express their own thoughts and share experiences		
Demonstrate independence and a willingness to take responsibility in learning and other activities.		
• adapt readily to new situations		
• attempt new tasks willingly		
• demonstrate self-reliance		
• demonstrate self-control by following classroom rules and routines in different contexts in the school		
Demonstrate an awareness of health and safety practices.		
• name body parts and talk about their function		
• identify nutritious foods		
• select clothing appropriate for the weather		
• practise appropriate personal hygiene		
• identify safe and unsafe situations, materials, and equipment		
• identify and apply basic safety rules		
• identify substances that are harmful to the body		
• demonstrate understanding that adults make most decisions regarding safety rules, and seek assistance when needed		
Perform tasks requiring balance and co-ordination, precision, and perceptual skills.		
• participate willingly in creative movement, dance, and other daily physical activities		
• use different types of equipment and materials with ease		
• demonstrate balance, ease, and flexibility in movement		
• demonstrate spatial awareness		

Name _____

PERSONAL & SOCIAL DEVELOPMENT	Date	Comments/Modifications/Extensions
Demonstrate awareness of their surroundings, both natural and human-made.		
• express their feelings of wonder and curiosity about the world		
• describe different kinds of weather and the ways in which people adapt to the weather		
• investigate and describe familiar geographical features in their area		
• identify ways in which people use the natural environment		
• recognize special places and buildings within their community and describe their function		
Demonstrate awareness of patterns in their daily lives.		
• talk about time in relation to certain events or activities		
• identify patterns and cycles in their daily lives		
• identify some events that occur every year		
• identify people who help others in the community and describe what they do		
Identify and use social skills.		
• act and talk in appropriate ways with peers and adults during activity periods		
• demonstrate consideration for others by helping them		
• share responsibility for planning classroom events and activities		
• identify feelings and emotions and express them in acceptable ways		
• use a variety of simple strategies to solve social problems		
• recognize, in situations involving others, advances or suggestions that threaten their safety or well-being		

Name _____

THE ARTS	Date	Comments/Modifications/Extensions
Express ideas and feelings through a variety of media.		
• use pictures, sculptures, and collages to represent ideas		
• use their creativity in movement, mime, and dance activities		
Experiment with techniques and materials.		
• mix paint to create new colours and textures		
• show skill in cutting, pasting, and painting		
• use a variety of tools and materials in creating art works or making presentations		
• use familiar materials in new ways		
Demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts.		
• solve problems creatively		
• name different elements in performances		
• name different movements they can do		
Co-operate and collaborate with others on artistic projects.		
• make preparations for performances		
• decide who will take each role in classroom drama activities		
• take turns working on specific tasks in making things		
• share materials in visual arts activities		
• perform in a group		
Communicate their responses to music, art, drama, and dance.		
• play the parts of characters from folk tales and legends of various countries		
• adapt songs, fingerplays, and rhymes		
• demonstrate understanding of rhythmic patterns		

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Name _____

THE ARTS	Date	Comments/Modifications/Extensions
Demonstrate awareness of new abilities they develop through arts activities and express pride in their own work.		
• identify feelings evoked by art forms		
• move in response to the tempo and mood of music		
• select pieces of their own art for portfolio collections		
• show appreciation of folk songs and dances from various countries		
Demonstrate awareness of some simple art forms from various cultures.		
• enact stories from their own and other cultures		
• identify elements of visual images such as colours and variations in shape and size		
• recall and repeat familiar songs, dance steps, and rhymes		
• describe some aspects of visual art forms from a variety of cultures		
Identify and describe some basic elements of art forms.		
• use some simple terms correctly		
• identify familiar instruments by sound		

Name _____

SCIENCE & TECHNOLOGY	Date	Comments/Modifications/Extensions
Demonstrate curiosity and a willingness to explore and experiment.		
• experiment with simple machines		
• demonstrate understanding of and care for the natural world		
• describe some natural occurrences using their own observations		
• describe some differences between living and non-living things		
• describe local natural habitats		
• identify patterns and cycles in the natural world		
• demonstrate awareness of the need for recycling		
Demonstrate an awareness of the characteristics and functions of some common materials.		
• describe characteristics of natural materials and demonstrate understanding of some basic concepts related to them		
• describe the functions of common objects found at home and at school		
• identify energy sources used by familiar tools or toys		
Demonstrate understanding of strategies for planning and organizing.		
• make a specific plan, describe the steps, and carry out the plan		
• make appropriate observations about results or findings		
Recognize and use some common forms of technology.		
• use familiar technology appropriately		
• identify familiar technological items and describe their use in daily life		
• make things using a variety of tools and techniques		
• work with others in using technology		
• demonstrate awareness that familiar objects are designed to suit the human body		

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1999 06 02

#16(iv)

TO: **The Director of Education**

FROM: **P. Gillie, Superintendent of Education**
Student Trips and Excursions Policy Review Committee

RE: **STUDENT TRIPS POLICY - Update**

Approved for distribution by the Director.
Signature: [signature]
Date: May 28/99

RECOMMENDATIONS:

1. Moved by _____, seconded by _____ that, the draft Student Trips Policy be forwarded to the Joint Advisory Committee.

RATIONALE:

1. The October Board approved " that the requirement in the policy of the former City Board that certain school trips be subject to Board approval be deleted". Staff were asked to bring together the policy and procedures of the two former Boards.

   The Board also approved that until a report on Trips is brought forward with recommendations for Policy, Principals be given authority to approve one day trips not requiring overnight accommodation, and Superintendents, upon the recommendation of the Principal, be given authority to approve overnight trips for a period up to 5 days. Overnight trips requiring more than 5 days and trips out of country or overseas are to be brought to the Board for approval. This direction is within the procedures that currently exist in the policies of the two former Boards and specifies an alternate line of authority in response to the motion of the October Board.

2. The Student Trips and Excursions Policy Review Committee has reviewed the policies and practices of the two former Boards, other boards and suggestions of the Ontario School Boards Insurance Exchange in order to recommend a Trip Policy for the Board. As well, the committee members have sought input from schools and School Councils. The Committee is also developing a resource binder to be used for planning and approving student trips.

3. The policy addresses in the operating procedure the following aspects of student trips:

   - Student Trip definition and planning
   - Responsibilities
   - Costs
   - Application and Approval Process
   - Supervision
   - Parent Information and Permission
   - Transportation including student drivers
   - Requirements for Service Providers
   - Risk Management
   - Resources

4. The policy requires trip approval at three categories depending on the nature of the trip.

Category I	In province departing and returning on the same day	Principal only
Category II	Overnight up to 5 days, out of province or with inherent risk	Principal, Superintendent
Category III	Over 5 days, out of country, including those of inherent risk	Principal, Superintendent, Board

5. The Committee believes that adequate time should be taken to prepare for the implementation of this policy. Consequently it advises that the policy be approved for use in the District, effective January 2000, once it has been considered by the Joint Advisory Committee, all forms are completed, and Principals and staffs are inserviced.

6. Certain information regarding trips needs to be issued annually, for example approved carriers. Some aspects of procedure might require modification due to experiences with a Service Provider or advice from OSBIE or OPHEA. The Committee advises that a Student Trip Committee meet each year in order to have in place a planned way to address such issues and to monitor the implementation of the policy.

ATTACHMENTS :

APPENDIX A	Committee Members
APPENDIX B	Summary of the Work of the Committee
APPENDIX C	Proposed Trip Policy

APPENDIX A

STUDENT TRIP AND EXCURSIONS POLICY REVIEW COMMITTEE

NAME	REPRESENTATIVE
Coordinating Group	
Pat Gillie	Superintendent of Education, Co-Chair
Joan Kott	Consultant Environmental and Outdoor Education, Co-Chair
Diane Knight	Accommodation and Planning
Stella Green-Gibson	Secondary School Vice-Principal
Irene Drozd	Secretary, Superintendent of Education
Representative Members	
Richard Dawson	Elementary Principal – County Background
Ken Griffin	Elementary Principal – City Background
Ray Varey	Vice - Principal Secondary
Joyce Wall	School Council
Mary Berzaitis	Elementary School Secretary
Joe Rogers	Trustee
Elad Gafni	Student Trustee
Resource Staff	
Debbie Sprentz	Special Assignment – Health and Physical Education
Darlene Baker	
Chris Newman	Student Services - Athletics
Sheila George	Secretary to the Committee

In order to organize the work of the Committee a Coordinating Group was formed to do the following:

- Establish the framework for carrying out the task.
- Provide background materials and resource contacts to the Committee.
- Facilitate the organization of Sub Committees
- Set a timeline to complete the task and report to the Board
- Coordinate the process
- Insure input, feedback and piloting as required from stakeholders
- Review the Policy and Procedures of the former Boards in order to develop a single Policy for use in all Programs in the Hamilton-Wentworth District School Board .

The work of the Committee was to carry out the following :

- Define the terms trips and excursions.
- Review those documents, guidelines or support resources that are used when planning out of school trips and excursions.
- Review the associated risks and risk management procedures required when taking part in out of school trips and excursions.
- Develop a comprehensive format for the Policy and the supporting resources that are used when planning out of school trips and excursions.
- Insure ongoing review of the Policy and an annual update each school year.

APPENDIX B

Summary of the work of the Student Trips and Excursions Policy Review Committee

A. Preparation:

Following the request of the Board in October to develop a Trip Policy a Coordinating Group convened to gather materials and prepare background information for the Committee to use. Appendix A lists the Members of the Committee, the tasks of the Coordinating Group and the entire Committee. A resource binder was sent out to Members in January to review in preparation for the work of the Committee. Members were required to become familiar with the two sets of procedures currently in place. As well a number of risk management issues that pertain to trips and excursions were identified. Updating this information and insuring that it is available in user friendly format was identified as a major task.

Committee members were asked to consider the following:

1. What should the material look like that will be distributed to the System?
2. What should approval forms be like?
3. What necessary information must they contain?
4. How do we insure that all teachers will be able to plan trips that are educational and organized with the utmost level of accountability possible?

B. Resource Binder Contents for Committee Use

- Preliminary Draft of an amalgamated policy/procedure
- Past Policies
- Support Documents and Resource
  - * OPHEA Guideline on risk issues (newly released to schools)
  - * Scarborough Policy Binder
  - * Risk Management Policy
- Forms
- Quick Reference Checklist to show flow of process and who to contact
- OSBIE Materials (Ontario School Board Insurance Exchange)

C. Work Plan for the Committee

	TASK	TIMELINE
1.	Establish Committee and distribute materials	By end of first week of January
2.	Schedule first meeting	Wednesday January 20, 1999 at 2:00 Crestwood
3.	Tentative Meeting Dates	Feb. 10, Mar. 10, April 14, May 19, June 16 Crestwood
4.	January goals – input from Committee members about policy, content, format	JANUARY
	Information for Principals	
	Strike Sub Committees	
5.	Draft One School Feedback	FEBRUARY
6.	Draft Two	MARCH
7.	Final Draft for Executive Council	APRIL
8.	Board / JAC	JUNE
9.	Review of Resource Binder	JUNE/ Summer
10.	Implementation Process	Fall 1999

D. Issues identified from input by schools.

- ❑ Define trip
- ❑ Comment on away games and ongoing trips
- ❑ Exclusion of students from trips
- ❑ General liability if board approved carrier
- ❑ Service providers, requirements
- ❑ Standard form for the seating plan (see Scar. Binder)
- ❑ Medical steps - more support
- ❑ Volunteer Supervisors - how will they be approved ?
- ❑ Emergency contact - define More than one contact ?
- ❑ Protocol in event of accident
- ❑ Add section on foreign exchange
- ❑ Ratios
- ❑ High risk students going on trips - medical section
- ❑ Be consistent with transportation guidelines
- ❑ Manual needed
- ❑ Computerized trip form like currently available
- ❑ Special needs students and March of Dimes help
- ❑ Need an at a glance format for easy access
- ❑ Outside coaches - background
- ❑ Student trip form arrival times
- ❑ Student Drivers

E. Relevant Legislation

The Committee reviewed certain legislation in order to consider accountability and risk management involved with student trips The following pieces of legislation assisted the Committee in its task:

THE EDUCATION ACT

PART VI - BOARDS - Duties and Powers

170. (1) Duties of boards. - Every board shall,

9. **Insurance.** - make provision for insuring adequately the buildings and equipment of the board and for insuring the board and its employees and volunteers who are assigned duties by the principal against claims in respect of accidents incurred by pupils while under the jurisdiction or supervision of the board;

171. (1) Powers of boards. - A board may,

4. **voluntary assistants.** - permit a principal to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the board and to terminate such assignment;

27. **athletics** - provide for the promotion and encouragement of athletics and for the holding of school games;

28. **activities** - provide, during the school year or at other times, activities and programs on or off school premises, including field trips, and exercise jurisdiction over those persons participating therein;

36. **student activities.** - authorize such school activities as pertain to the welfare of the pupils and exercise jurisdiction in respect thereof;

OTHER LEGISLATION

In addition Regulation 298 outlining the duties of Principals and Teachers and the requirements for pupils was also reviewed. In order to consider issues related to transportation, in particular student drivers, the regulation for licensing drivers was reviewed.

F. Results of the Committee Work

✓ The Committee has completed a policy statement with operating procedures (Appendix C) and recommends that the policy be approved for use in the District, effective January 2000, once it has been considered by the Joint Advisory Committee, all forms are completed, and Principals and staffs are inserviced.

✓ The Policy through the operating procedures addresses ten key aspects of student trip planning and approval.

1. Student Trip definition and planning
2. Responsibilities
3. Costs
4. Application and Approval Process
5. Supervision
6. Parent Information and Permission
7. Transportation
8. Requirements for Service Providers
9. Risk Management
10. Resources

✓ The policy addresses accountability through three levels of approval depending on the nature of the trip.

Category I	In province departing and returning on the same day	Principal only
Category II	Overnight up to 5 days, out of province or with inherent risk	Principal, Superintendent
Category III	Over 5 days, out of country, including those of inherent risk	Principal, Superintendent, Board

✓ In order to assist staff in planning for trips and in approving trips a resource binder is being developed. This work requires more time and the Committee hopes to complete this task by the end of JuneThe binder will include the following sections:

Section 1	Forward
Section 2	The Policy
Section 3	Planning
Section 4	Supervision
Section 5	Transportation
Section 6	Risk Management
Section 7	Medical and Emergency Procedures
Section 8	Forms
Section 9	OPHEA Guidelines
Section 10	For School Use

✓ In studying risk management and issues related to inherent risk, the Committee consulted the Ontario School Boards Insurance Exchange and reviewed the documents released by the Ontario Physical and Health Education Association . The Committee concludes that the documents Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, Oct'97 and Interschool Athletic Guidelines, March 99 & Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, Oct'97 and Interschool Athletic Guidelines March 99 must be referenced when planning trips that include activities outlined in these Guidelines. The Committee supports the recommendation to endorse these Guidelines for use across the District. This information has been forwarded to the Board in a separate report as the guidelines deal with more than trips.

✓ The Committee believes that the new policy will require some attention in the Fall in order to raise the level of awareness of everyone about new levels of accountability and the need to consider elements of risk. To this the Committee is working on an implementation plan that will focus on Principals as the prime person at the school level responsible for trip approvals.

✓ The Committee concludes that a Trip Committee at the staff level should continue to function in order to insure that changes in legislation, issues of risk, standards of service providers, and advice from our insurers is reviewed, kept current and communicated to the District in compliance with the policy.

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APPENDIX C

DRAFT

Policy No. 000

STUDENT TRIPS

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to support student trips which facilitate and extend student educational experiences, off school premises, within a safe environment.

Responsibility: Superintendents of Education.

OPERATING PROCEDURES:

1.0 Student Trips:

1.1 A student trip is any approved and supervised activity or program off school premises.

1.2 Any activity off school premises or travel tour which is not approved by the Principal as part of the school program shall not be promoted or organized during school hours or in association whatsoever with the school or Board.

1.3 Student trips should be constructive in nature and must be planned to meet student learning expectations.

1.4 Trip activities must be compatible with the age and learning development of the students.

1.5 The School Code of Conduct and Code of Conduct for Students on Busses is applicable to student trips. Students may be denied participation on a school trip for not following the Codes of Conduct.

1.6 A change in locale involves risks and responsibilities beyond those encountered in the classroom situation. Planning must extend beyond the usual lesson preparation to include pre-trip instruction, the supervision and safety of the students during the trip, and appropriate evaluation, assessment, and/or follow-up activities.

1.7 In order to minimize the inherent element of risk of trip activities, The Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, October 1997 and Interschool Athletic Guidelines, March 99 and Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, October 1997 and Interschool Athletic Guidelines March 99 are to be used. These guidelines are referred to as OPHEA Guidelines in the rest of the policy.

2.0 Responsibilities

2.1 **Principals/Vice-Principals:** Before approving any trip, Principals/Vice-Principals must ensure that all planning, preparation, proposed bookings, supervision and notifications, including those of inherent risk have been organized by the teacher in accordance with the Board approved Student Trip Policy.

Responsibilities continued

2.2 **Teachers:** When planning a trip, teachers are required to follow the Board approved Student Trip Policy and Operating Procedure to ensure all necessary arrangements are made. Planning should include accounting for all trip costs and expenditures. Teachers are required to inform students and volunteers of all expectations in participating in the trip and to ensure parents are informed of all details of the trip, including inherent risk where applicable.

The teacher shall consult with the Principal and the parents of students who are medically fragile, at risk, or require special assistance in their daily learning program in order to determine the participation of the student on a school trip.

2.3 **Students:** Students are expected to adhere to trip expectations, and the School Code of Conduct. Students are accountable to the Teacher and the Principal for their actions. Students are required to be prepared for the trip with the appropriate clothing, equipment and supplies. Students are required to follow the directions of all personnel involved with the trip.

Students 18 or over are responsible for extended medical insurance for trips out of province or out of country.

Foreign Exchange Students must have proper authorization and medical coverage for participation in trips. Documentation detailing the terms and conditions of the exchange must be used in determining the eligibility for the student to participate. See section 6.4 and 9.6

2.4 **Parents/Guardians:** Parents who give permission for their child to participate on a school trip are expected to be informed of the details of the trip and to review them with their child. When giving permission, parents are required to inform the school of any medical conditions of the child and to provide current emergency information and contacts. Parents will consult with the Teacher and the Principal in order to determine the participation of a child who is medically fragile, at risk, or require special assistance in his/her daily learning program. Parents are asked to support the School Code of Conduct by reinforcing these expectations with their child and being prepared to assist the school in returning their child from the trip in the event of an emergency or a breach of the School Code of Conduct by their child prior to the completion of the trip. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

On the day of the trip, in the event of illness, parents are asked to advise the school, in order that the trip departure not be delayed.

2.5 **Volunteers:** Volunteers must be approved by the Principal. They are expected to know the details of the trip and their specific duties. Volunteers are expected to support the School Code of Conduct and report any inappropriate student conduct to the teacher. Volunteers are expected to adhere to the trip schedule and dress appropriately for the purpose of the trip. Volunteers are asked to be models for the students and refrain from smoking or using alcohol during the trip.

On the day of the trip, in the event of illness, volunteers are asked to advise the school, in order that the trip departure not be delayed.

2.6 **Superintendents:** Superintendents are responsible for ensuring that student trips are carried out in accordance with Board policy.

Before approving Category II Trips or Category III Trips, the Superintendent must ensure that the complete cycle of trip planning has been followed and that the requisite steps for risk management have been completed

2.7 **Accommodation and Planning**: The administration of insurance matters is managed through the Accommodation and Planning Department. Accommodation and Planning provides support to the School Principal regarding risk management and the assessment of school trip activities. Accommodation and Planning is the liaison and resource between Board staff and the insurer in regard to liability issues. Accommodation and Planning prepares and issues an annual list of approved carriers each Fall.

2.8 **The Board:** Approve Category III trips upon recommendation of the Principal and Superintendent of Education.

3.0 Trip Costs

3.1 Trip costs are expected to be affordable to students and approved by the Principal. Costs for trips, including fundraising, may be reviewed annually by the School Council.

3.2 A plan for accounting for trip costs and expenditures should be developed as part of monitoring. A balance sheet is advised, especially for high cost Category II and III trips. In the event of an insurance claim, a complete account of funds is required.

3.3 The purchase of cancellation insurance by the Service Provider (Category II & III) is recommended and would be part of the cost of the trip.

4.0 Application and Approval Process :

Approval is required in accordance with the category of trip being planned. Teachers must complete the Student Trip Application Form for approval within the timelines outlined below. Assistance in determining the category is available in the OPHEA Guidelines located in the Student Trips Binder, from the Principal, Accommodation and Planning, and the Superintendent of Education.

The chart that follows outlines approval requirements.

CATEGORY I Principal	**CATEGORY II** Principal Superintendent of Education	**CATEGORY III** Principal Superintendent of Education Board
Two weeks	**3 months**	**Over 5 days - 4 months** **Out of country - 6 months**
• in-province, departing and returning on the same day and not involving activities of increased inherent risk	• activities involving increased elements of inherent risk outlined in the OPHEA Guidelines ie. water sports, high ropes, camping, skiing, cycling, snowboarding, canoeing, • all overnight trips up to and including 5 days • all trips out of province within Canada	• all trips out of country • all trips over 5 days • included in the above may be activities involving increased elements of inherent risk outlined in the OPHEA Guidelines ie. water sports, high ropes, camping, skiing, cycling, snowboarding, canoeing,
Teacher submits to the Principal **two weeks** prior to trip, where possible	Teacher submits to the Principal for approval, who will then forward to the Superintendent for approval **12 weeks prior to the trip**	Teacher submits to the Principal for approval, who will then forward to the Superintendent for approval who will then submit to the Board for approval 6 months prior to the trip
Keep one copy of all applications and forms in the school office.		

4.1 Repetitive Visits

Where permission is required for more than one visit by the same student, or group of students, to the same destination or for the same purpose, the teacher in charge is expected to prepare a letter for parents/guardians to indicate:

i) the number of visits
ii) a brief rationale for the visits
iii) a schedule of the proposed dates of the visits.

4.2 Physical Education and Athletics

Where student trips are part of the Physical/Health Education Program , teachers are to follow requirements outlined in: Physical Education Ontario Safety Guidelines Elementary Curricular Guidelines, October 1997and Physical Education Ontario Safety Guidelines Secondary Curricular Guidelines, October 1997. The appropriate permission form for participating in physical activity and the current medical information form must also be complete.

4.3 Extra Curricular Activities

Where student trips are part of the Athletic Program , teachers are to follow requirements outlined in: Physical Education Ontario Safety Guidelines Elementary Interschool Athletics Guidelines, March 1999 and Physical Education Ontario Safety Guidelines Secondary Interschool Athletics Guidelines , March 1999. The appropriate permission form for participating in physical activity and the current medical information form must also be complete.

4.4 Environmental/Outdoor Education Centres Operated by the Board (HWDSB)

Day trips to the Outdoor Education Centres operated by the Board are Category I Trips. The Student Trip Application for Permission, Student Trip Information and Permission to Parent/Guardian and Emergency Health Information forms must be completed. Additional forms for Volunteers and Student Identification for Transport may be applicable.

4.5 Unauthorized Activities

Any activity off school premises or travel tour which is not approved by the Principal as part of the school program shall not be promoted or organized during school hours or in association whatsoever with the school or Board.

5.0 Supervision

5.1 Ratio of Supervisors to Students:

- An adequate number of supervisors must be provided to cover eventualities such as accidents,discipline problems, health concerns, and late arrivals (missed deadlines).
- Alternative arrangements must be made with parent/guardian should it be necessary to return a student to the school/home prior to the completion of the trip. No student shall be sent home unaccompanied by a trip supervisor. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

The following minimum adult-to-student ratios are required:

CATEGORY I	CATEGORY II	CATEGORY III
Elementary 1:10 Secondary 1:15 *Supervision ratios for walking trips in the neighbourhood may be at the discretion of the Principal. A plan must be in place to cover eventualities such as discipline problems health concerns, and late arrivals.*	Elementary 1:10 Secondary 1:15 -unless activity involves higher inherent risks. Supervision ratios must be in accordance with the OPHEA Guidelines.	Elementary 1:8 Secondary 1:8 -unless activity involves higher inherent risks. Supervision ratios must be in accordance with the OPHEA Guidelines

5.2 Supervision on Out of Country Trips: In addition to the ratio outlined under Category III an adequate number of male and female supervisors must be provided to cover eventualities such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines).

Alternative arrangements must be made with parent/guardian should it be necessary to return a student to the school/home prior to the completion of the trip. Arrangements and costs incurred shall be the responsibility of the parent/guardian.

5.3 Qualifications of Trip Supervisors

It is required that at least one certified teacher, employed by The Hamilton-Wentworth District School Board, will be assigned to supervise each student trip. Non teacher volunteer coaches must be under the supervision of a certified teacher, Vice-Principal or Principal, employed by The Hamilton-Wentworth District School Board. The Superintendent of Education must approve any exception in conjunction with the Principal. Volunteer supervisors and/or non teacher volunteer coaches are to be approved by the school principal.

Some activities require supervisors to hold specific certification in order to supervise the activity. This is especially significant for higher inherent risk activities such as camping, swimming, canoeing, rock climbing. For complete certification requirements, refer to: Physical Education: Ontario Safety Guidelines, Elementary Curricular Guidelines, October 1997 and Interschool Athletic Guidelines March 1999 & Physical Education: Ontario Safety Guidelines, Secondary Curricular Guidelines, October 1997 and Interschool Athletic Guidelines March 1999.

6.0 Parent Information and Consent

6.1 Information and Permission

Parents/Guardians are to be notified of all school trips/excursions. Once approval is received, the Teacher is to complete the Student Trip Information and Permission to Parent/Guardian form and forward to the parent/guardian of the student for information and consent.

If a student fails to return a permission form for a Category I Trip, permission by telephone from the parent/guardian may be granted. The name of the contact, date and time of the permission shall be recorded on a Student Trip Information/Permission to Parent/Guardian and signed by an adult witness (eg. secretary) to the phone permission.

6.2 Emergency/Health Information

Parents/Guardians must complete and sign the School and Student Trip Emergency/Health Information form and return it to the school. This information is collected under the Freedom of Information and Protection of Privacy Act.

6.3 Informed Consent Information

For all Category II and III Trips a Student Trip Informed Consent Letter must be forwarded to the parent/guardian for completion and returned to the school. Inherent risks and precautions associated with specific activities are to be clearly stated to the parent/guardian.

6.4 Foreign Exchange Students

Consent must be covered by the documentation provided for the student under the exchange program permitting attendance in the school program. See 2.3 and 9. 6

7.0 Transportation of Students

7.1 Busing

Bus carriers must be selected from the list of pre-approved carriers for the Hamilton-Wentworth District School Board, in accordance with the Board Transportation Policy. An approved list is supplied to Principals each school year. Approval from Accommodation and Planning is required before using any other carrier(s).

7.2 Tour Companies

Tour companies who arrange their own carriers must comply with The Hamilton-Wentworth District School Board insurance requirements for pre-approved carriers. Tour Companies must contact Accommodation and Planning Department for the most recent insurance requirements.

7.3 Volunteer Drivers using Private Vehicles

Volunteer drivers must hold a minimum of a valid Ontario Class G2 or G License. The driver/owner must complete the Student Trip Volunteer Drivers Form and submit it to the teacher for Principal approval.

7.4 Volunteer Drivers (Educational Staff) using Rental Vehicles

Vehicles being rented by educational staff for Board-sponsored trips must be rented in the Board's name. The full insurance coverage offered by the rental company is to be purchased (Public Liability, Collision and Comprehension). The driver must provide proof of a license required to operate the specific vehicle rented.

7.5 Student Volunteer Drivers using Private Vehicles

If the volunteer driver is a registered student in the school, and holds a valid Ontario Class G2 License, the driver must complete the Student Trip Volunteer Drivers Form and submit it to the teacher for Principal approval.

7.6 Student Driver using Private Vehicle to Drive Self

Student drivers using a private vehicle to drive themselves must hold a valid Ontario Class G2 License. Student Drivers using private vehicles to drive themselves must be identified on the Student identification for Transportation by Private Vehicle Form and on the Information to Parent/Guardian and permission for Student Trip form.

7.7 Student Identification for Transport

Approved Carrier : Complete Student Identification for Transportation by Approved Carrier. The list must remain with the supervisor in charge of each student group and in the possession of the teacher in charge of the trip. A duplicate list is to be kept in the school office in the event that parent notification becomes necessary.

Private Vehicle : Complete Student Identification for Transportation by Private Vehicle. The list must remain with the driver of each vehicle and a master in the possession of the teacher in charge of the trip. A duplicate master list is to be kept in the school office in the event that parent notification becomes necessary.

At the conclusion of the trip the lists shall be collected and disposed of by school staff in accordance with confidential information.

8.0 Requirements of Program Service Providers

When purchasing services for specific programs from facilities, inquire and determine that the facility carries general liability insurance
Program Service providers must have certified instructors for higher risk activities that include (swimming, canoeing, skiing rock climbing, etc.) Refer to the OPHEA Guidelines for specific requirements for instructors.

9.0 Risk Management:

9.1 **Intent:** Managing risk may assist in minimizing injuries ensuring a safe learning environment and reducing the liability exposure of the Board. Planning for student trips must include an emergency action plan, access to a first aid kit, and cancellation insurance if applicable.

9.2 **The Hamilton-Wentworth District School Board**: The Board, its employees and approved volunteers who have been assigned duties by the principal are insured for liability in the event of a lawsuit alleging negligence while performing such duties for the Board.

9.3 **Inherent Risk:** Accidents can occur and cause injury at any time. However, some educational activity programs such as water sports involve increased elements of risk. The chances of an accident occurring can be reduced by carefully following instructions at all times while engaged in this type of activity. When a trip involves an activity that could increase the potential of injury, parents/guardians and students need to be aware of and fully understand the risks involved in these activities. Part of the approval and permission process includes a Student Trip Informed Consent Letter to parents/guardians outlining these inherent risks and the right of the parent/guardian to refuse their child's participation prior to the parent granting permission.

9.4 **Student Accident Insurance:** The opportunity to purchase student accident insurance, at no cost to the Board, is made available to parents/guardians each September. The Hamilton-Wentworth District School Board does not provide any accidental death, disability, dismemberment or medical expenses insurance on behalf of students participating in student trips.

9.5 **Extended Medical Insurance:** It is the parent/guardian's responsibility to ensure that their child is covered by insurance appropriate to the trip. Trips out of province or out country require out -of-province extended medical insurance coverage.

Note: OHIP no longer covers all medical costs incurred outside of Ontario. It is the parent/guardian and student's responsibility to provide comprehensive medical insurance coverage. Written proof of coverage is to be provided to the school principal at least one week prior to the trip in order to participate in trips outside of the province or country.

9.6 **Foreign Exchange Student** : Medical coverage is not available through Provincial plans to foreign visitors. Exchange students must secure their own private medical plans and extent of coverage. The Board makes available the opportunity for any student in full-time attendance to purchase student accident insurance. See section 2.3 and 6.4

In the event of a lawsuit, if an injury occurred, the Board is insured for liability. The responsibility of the Board to the student remains the same whether or not the student has a medical plan.

10.0 Resources:

Student Trip Policy Resource Binder: Persons planning trips are advised to use the Student Trip Policy Resource Binder and the Student Trip Effectiveness Planner. Questions about the Policy should be referred to the School Principal or the appropriate Superintendent.

The following forms are included in the Resource Binder

a.) Student Trip Effectiveness Planner
b.) Student Trip Checklist
c.) Student Trip Application Form for Permission
d.) Student Trip Information/Permission to Parent/Guardian
e.) School and Student Trip Emergency/Health Information
f.) Student Trip Informed Consent
g.) Student Trip Volunteer Drivers i.) Student Identification for Transportation by Approved Carrier
h.) Student Identification for Transportation by Private Vehicle

Resources:

Relevant Legislation:

- **Education Act**—Part VI BOARDS , Duties & Powers
  Section 170 (1)9, 14 - insurance
  Section 171 Powers of Boards (1) 4 - voluntary assistants , 27 - athletics, 28 - activities, 36 - student activities, 46 - insurance
  Section 264 Duties of teacher
  Section 265 Duties of principal

- **Regulation 298** OPERATION OF SCHOOLS - GENERAL
  Section 11 (1) (a) (b) (f) (n) Duties of Principals
  Section 20 (a) (b) (d) (f) (g) Duties of Teachers
  Section 23 Requirements For Pupils

- **Highway Traffic Act** - Section 32 - licensing

#17

Approved for distribution
by the Director.

Signature: M Matier

Date: May 28/99

DATE: June 2, 1999

TO: Merv Matier
Director of Education and Secretary

FROM: Dr. Elizabeth Bond, Superintendent of Education

RE: **REQUEST FOR PERMISSION TO CONDUCT A SURVEY OF GRADE TWELVE STUDENTS ON EMPLOYMENT AND COMMUNITY AWARENESS**

RECOMMENDED ACTION:

Moved by _____ that the Hamilton-Wentworth District School Board approve the request of Christian van Dooren to administer a survey to Grade 12 students on employment and community awareness in secondary schools, provided the school principal agrees to participate in the study as outlined, the involvement of the students is voluntary and with parental or their consent, if adults, and a copy of the final report is provided to the Board.

BACKGROUND INFORMATION:

The letter of request and information related to the proposal from Christian van Dooren in Appendix A outlines the reason for the proposal and its relevance to secondary school students and their programs. It also indicates the nature of the research, the methods the student is planning to use to gather the data and to provide feedback. A copy of the student questionnaire is included in Appendix B.

RATIONALE:

This study is relevant to the focus of Secondary School Reform on career awareness and planning.
There is very little information on the effectiveness of high school programs in providing accurate awareness of the labour market.
This study is timely as it relates to the school-to-work transition programs that are being developed in our system and which have a local labour market focus built into them.
Participation on the part of schools and students is voluntary and confidential.
A final report and feedback will be offered to participating schools by the researcher.

APPENDIX A: Letter of Request
APPENDIX B: Student Questionnaire

17-1

OFFICE OF THE

Appendix A

MAY 2 1999

DIRECTOR OF

Christiaan van Dooren
Box 400,
Waterdown, ON
L0R 2H0

May, 1999

Hamilton-Wentworth District School Board
100 Main W

Dear Sir or Madame:

I am writing this letter to request permission to conduct a questionnaire at various high schools in the Hamilton Wentworth Region. In particular, I would like to have a set of questionnaires filled out by grade twelve students at a rural and urban public high school in the Hamilton area. The questionnaire will play a key role in developing my Master's research project. The questionnaire and research procedure has been approved by Dr. Susan Sykes from the Office of Research ethics at the University of Waterloo, and Dr. Paul Parker from the Department of Local Economic Development.

The purpose of this project is to gain some awareness that grade twelve students from various high schools have about the employment environment. I hope to identify whether or not there is a link between a student's involvement in extracurricular activities and awareness of their employment and community environment. The goal is to identify what sorts of programs and support would be of benefit to grade twelve students as they go on to further education or work.

The relevance of the study will be both scholarly and practical. Although there is a lot of research focusing on youth-to-work transition, there is very little information dealing with whether high schools are doing an effective job in providing young people with an accurate awareness of the labour market. Only a small amount of literature has addressed the problems of youth unemployment and underutilization of their skills. Furthermore, the roles that community members play in aiding the integration of youth into society have not been clarified.

The questionnaire comprises two sections: employment experiences and perception, and community awareness. The time required to complete this questionnaire will be less than forty-five minutes. It is suggested that the completion of the questionnaire take place within the classroom environment. Grade twelve English classes would be a good choice. Eighty-five questionnaires will be distributed in each of the schools to a broad range of grade twelve students.

Approximately one week before the questionnaires are to be completed, I would like to go to each of the Schools to speak with the students for no more than ten minutes. The purpose of this initial visit will be to explain the purpose of the research and to hand out the permission forms. I would then return to the classes on the following Tuesday, Wednesday or Thursday for a forty-five minute session with the students. It will be the responsibility of the teachers to deal with those students who are not able to participate in the study.

Each school will receive a copy of the report at the end of the research process and modified executive summary will be provided through the school administration. I will offer to conduct a presentation at each of the schools and feedback letters will be sent to all participants.

For whatever reason, the participant may withdraw from the procedure. Complete confidentiality is assured. All completed questionnaires will be discarded at the end of the research process. I have some experience working with this age group. I have done four workshops dealing with similar information and have worked with this age group through my involvement in outreach projects, summer camps and youth conferences.

If you would like more information or a copy of the research proposal feel free to contact me at (905) 689-3966 or (519) 888-4567 ext. 5267. Susan Sykes can be reached at (519) 888-4567 ext. 6005 and Paul Parker can be reached at ext.3610.

Sincerely,

689 - 8099

Christiaan van Dooren

EMPLOYMENT & COMMUNITY AWARENESS

The purpose of this survey is to gather some understanding about the awareness that grade twelve students have about employment environment and community. Your participation is important and your answers will provide an insight into what programs and support can be provided to allow for a more successful integration into the world of work. Your responses are completely confidential. You may choose not to answer any of the questions, although a fully completed survey would be appreciated.

1) Please rate from 1 to 5 your perception of what attributes a typical business values in their employees (1=not important, 5=very important). Please circle one number for each.

a) Communication skills
Not important 1 2 3 4 5 Very Important

b) Positive attitude
Not important 1 2 3 4 5 Very Important

c) Teamwork skills
Not important 1 2 3 4 5 Very Important

d) Academic skills
Not important 1 2 3 4 5 Very Important

e) Leadership skills
Not important 1 2 3 4 5 Very Important

f) Being creative
Not important 1 2 3 4 5 Very Important

g) Self confidence
Not important 1 2 3 4 5 Very Important

h) Self motivated
Not important 1 2 3 4 5 Very Important

2) Please rank from 1 to 8 your perception of the relative importance of the following attributes a typical business would place in their employees. *In this question let 1 = the most important ... 8 = least important.*

Communication skills	___	Academic skills	___	Leadership skills	___
Positive attitude	___	Teamwork skills	___	Self motivated	___
Self confidence	___	Being creative	___		

3) a) I believe that the unemployment rate in Canada is approximately:
3-5.9% 6-8.9% 9-11.9% 12-14.9% >15%

b) I believe that the youth unemployment in Canada is approximately:
3-5.9% 6-8.9% 9-11.9% 12-14.9% >15%

4) What do you plan to do right after high school?

Work Attend College Attend University Not Sure Other (eg. Travel)

5) Please rate from 1 to 5 your perception of the importance of the following subjects for jobs that industry demands (1=not important, 5=very important). Please circle one number for each.

a) Math

Not important 1 2 3 4 5 Very Important

b) English and History

Not important 1 2 3 4 5 Very Important

c) Music and Art

Not important 1 2 3 4 5 Very Important

d) Science (Chem, Phys, Bio)

Not important 1 2 3 4 5 Very Important

6) Do you have paid work experience? Yes No

If yes, please describe your paid work or job experience. Please also provide the approximately length of time you spent working for each job.

_____

_____

_____

7) Have you worked at a part-time job for more than one month of the school year? Yes No

If Yes. How many hours did you work during an average week? _____
How many hours did you work during an average weekend? _____

For the following questions, please circle the answer that you feel is most accurate.

8) My work experience uses my skills and abilities

Strongly Disagree Disagree Undecided Agree Strongly Agree I have no work experience

9) My work experience gives me a chance to practice what I have learned in school

Strongly Disagree Disagree Undecided Agree Strongly Agree I have no work experience

10) I see the need to obtain further education and job training throughout my lifetime

Strongly Disagree Disagree Undecided Agree Strongly Agree

11) There is little that I can do to change the important things in my life.

Strongly Disagree Disagree Undecided Agree Strongly Agree

12) I believe that I have a good understanding of how a business service works.

Strongly Disagree Disagree Undecided Agree Strongly Agree

13) I think there are enough work opportunities for young people.

Strongly Disagree Disagree Undecided Agree Strongly Agree

14) I believe that I have a good understanding of how a government service works.

Strongly Disagree Disagree Undecided Agree Strongly Agree

15) It is more important to do what I enjoy than to go where the jobs are.

Strongly Disagree Disagree Undecided Agree Strongly Agree

16) I often follow the news on T.V., in the paper, or on the radio.

Strongly Disagree Disagree Undecided Agree Strongly Agree

17) I will likely have at least four different careers.

Strongly Disagree Disagree Undecided Agree Strongly Agree

18) I believe that doing well in school is the most important factor in getting a good job.

Strongly Disagree Disagree Undecided Agree Strongly Agree

19) I am willing to take calculated risks

Strongly Disagree Disagree Undecided Agree Strongly Agree

20) I consider myself very passionate

Strongly Disagree Disagree Undecided Agree Strongly Agree

21) I feel that I am well informed about current affairs

Strongly Disagree Disagree Undecided Agree Strongly Agree

23) Please rate from 1 to 5 how important each factor is for making a great job or career (1=not important, 5=very important). Please circle one number for each factor.

a) Serving your community or fellow people.

Not important				Very Important
1	2	3	4	5

b) Having job security

Not important				Very Important
1	2	3	4	5

c) Having people respect and look up to you.

Not important				Very Important
1	2	3	4	5

d) Receiving high pay

Not important				Very Important
1	2	3	4	5

e) Developing my skills and abilities.

Not important				Very Important
1	2	3	4	5

f) Being independent

Not important				Very Important
1	2	3	4	5

24) Please rank from 1 to 6 what you perceive to be the relative importance of each of the factors. *In this question, let 1 = the most important and 6 = least important.*

Serving your community or fellow people	___	Having job security	___
Having people respect and look up to you	___	Receiving high pay	___
Developing my skills and abilities	___	Being independent	___

25) Rate from 1 to 5 according to what you feel as being important goals for your community (city or town). (1=least important and 5=most important) Please circle one number for each.

a) Reduce crime

Not important				Very Important
1	2	3	4	5

b) Provide health care to everyone

Not important				Very Important
1	2	3	4	5

c) Support education

Not important				Very Important
1	2	3	4	5

d) Provide jobs for all who can work

Not important				Very Important
1	2	3	4	5

e) Protect the environment.

Not important				Very Important
1	2	3	4	5

f) Increase community wealth

Not important				Very Important
1	2	3	4	5

26) Rank from 1 to 6 according to what you feel is the relative importance of the following goals for your community. In this question let 1 = most important and 6 = least important. Provide only one value for each.

Reduce crime	___	Provide health care to everyone	___
Support education	___	Have jobs for all who want to work	___
Protect the environment	___	Increase community wealth	___

27) Do you have any volunteer (non-paid) work experience? Yes No

If Yes. Have you donated your time to a local charity? Yes No

Have you worked on any community project or donated your time toward a charitable cause? Yes No

28) For each of the following five youth assistance programs, please circle the number that applies to your familiarity of the program.

	Never heard of it	Heard of it	Not sure	Somewhat familiar	Very familiar
Career Edge	1	2	3	4	5
Youth Entrepreneurship	1	2	3	4	5
Youth Internship Canada	1	2	3	4	5
National Graduate Register	1	2	3	4	5
SchoolNet	1	2	3	4	5

For the following questions, please circle the answer that you feel is most accurate.

29) My volunteer work experience uses my skills and abilities.

Strongly Disagree Disagree Undecided Agree Strongly Agree I have no volunteer work experience

30) My volunteer work experience gives me a chance to practice what I have learned in school.

Strongly Disagree Disagree Undecided Agree Strongly Agree I have no volunteer work experience

31) Rate your feeling about your community (city or town).

Negative Somewhat negative Neutral Somewhat positive Very positive

32) As of now, I would prefer to work in my own community.

Strongly Disagree Disagree Undecided Agree Strongly Agree

33) I would always vote if I had the opportunity.

Strongly Disagree Disagree Undecided Agree Strongly Agree

34) I would expect to be living in my current home town ten years from now.

Strongly Disagree Disagree Undecided Agree Strongly Agree

35) My parents play an active role in my education.

Strongly Disagree Disagree Undecided Agree Strongly Agree

36) Adults in my community care about me and make me feel like I am important to them.

Strongly Disagree Disagree Undecided Agree Strongly Agree

37) I have non-parental adults that I can go to on important issues.

Strongly Disagree Disagree Undecided Agree Strongly Agree

38) It is important to get involved in ones community (city or town).

Strongly Disagree Disagree Undecided Agree Strongly Agree

39) Could you find, either by walking or driving, the following places without a map?

Your community's city hall
Definitely not Unlikely Not sure Approximately Yes Definitely

The closest university or college to your home
Definitely not Unlikely Not sure Approximately Yes Definitely

Cops Coliseum
Definitely not Unlikely Not sure Approximately Yes Definitely

40) Are you or have you been involved in a community club or team? Yes No
Do you attend a church or any other religious service regularly? Yes No
Are you or have you been involved in a public interest group? Yes No

41) Approximately how much time do you spend **per week** on structured extra-curricular activity? For example, how much time do you spend on organized sports, clubs, or music lessons?

Less than 1 hour 1-2 hours 3-5 hours 6-10 hours 11 or more hours

42) How would you define success?

_____

_____

43) Where were you born?_____
city/town province/state country

44) In what city or town do you currently live?_____

45) What is your gender? Male Female

This is the end of the questionnaire. Thank you for your participation in this survey.

17-9

Department of Local Economic Development
Faculty of Environmental Studies
University of Waterloo

June __, 1999

Dear Participant:

This letter is to thank you for your participation in the Employment and Community Awareness study that took place during the week of June __, 1999. Thank you for completing the questionnaire. In studies such as this, the completion of the questionnaire plays a critical role. Clearly, there could have been no study without your participation.

As you may recall, the questionnaire had two sections. The first section explored your understanding of the job market and your work experience. The purpose of this section was threefold: first; to assess whether your perceptions of skill requirements are in line with what employers are demanding, second; to assess whether your work experience is providing you with value, and third; whether you feel that there is a link between you education and the world of work. The second section of the questionnaire explored the connection you have with your community. The results from this section will be compared with the results to the first section.
We wish to assure you that your privacy will be protected throughout the study.

Each questionnaire will be reviewed and then a summary of all of the responses will be created. After completing the review and summary of the questionnaire, we hope to have a better understanding of what youth, like yourself, feel about the employment environment and community. A summary of our findings will be available for you and your parent(s)/guardian(s) through your school administrators.

A final thank you to everyone who made this study possible!

Sincerely,

Christiaan G. van Dooren, Hon. B.Comm
Department of Environmental Studies
Local Economic Development

Dr. Paul Parker,
Associate Professor, Department of
Geography

17-10

Department of Local Economic Development
Faculty of Environmental Studies
University of Waterloo

June __, 1999

Dear Parent(s) or Guardian(s):

I am writing to ask your permission for your son or daughter to participate in a University of Waterloo research project on assessing community and employment awareness. This project has been reviewed and received ethics clearance through the Office of Research at the University of Waterloo and approval from the principal of your school. The project will be conducted at your son or daughter's School during the week of June __, 1999. We are interested in identifying whether or not there is a link between a student's involvement in extracurricular activities and their awareness of their employment and community environment. We hope to identify what sorts of programs would be of benefit to grade twelve students as they go on to further education or work. We believe that this project can be an impetus for further studies in this area.

The project in which your teenager has been invited to participate is expected to be an enjoyable experience and will require less than 40 minutes of class time. However the decision about participation is yours. To help you in your decision, a brief description of the project is provided. The participants will be asked to complete a questionnaire. I, the researcher will attend a single class period to facilitate the completion of the questionnaire. The questionnaire will contain two sections and will have less than fifty primarily multiple choice questions.

All questionnaire responses are considered confidential and individual results will not be shared with school staff. However, information based on the results of the group will be provided. Only students in grade twelve who have parental permission, and who themselves agree to participate, will be involved in the study. We would appreciate that you fill out the attached permission form, whether or not you give permission for your son or daughter to participate, and return it to the school.

We would be grateful if you would permit your son or daughter to participate in this project as we believe it will contribute to our knowledge and understanding of senior high school students, if you have any questions about the study, or would like additional information feel free to contact me at (905) 689-3966 or (519) 888-4567 ext. 5267. Thank you in advance for your interest and support in this project.

Sincerely,

Christiaan van Dooren

17-11

PERMISSION FORM

I have read the information letter concerning the research project on assessing community and employment awareness of grade twelve students by Dr Paul Parker and Christiaan van Dooren of the Local Economic Development program at the University of Waterloo. I understand that all information gathered in this project will be used for research purposes only and will be considered confidential. I understand that permission may be withdrawn at any time.

Name of Student: _____

Permission to Participate: Yes No

Signature of Student: _____

Signature of Parent or Guardian: _____
(If under 18 years)

Date: _____

1999 06 03 #18

Approved for distribution by the Director.

Signature: [signature]

Date: May 28/99

TO: **The Director of Education**

FROM: **P. Gillie, Superintendent of Education**

RE: **Safe Schools Review Committee**

RECOMMENDATION:

1. Moved by _____, seconded by _____ that, a Safe Schools Review Committee be established for the 1999 - 2000 School Year to review existing Safe Schools policies and programs from each of the former Boards in order to evaluate their strengths and weaknesses and to develop one set of policies and programs for use across the District.

RATIONALE:

✓ In the spring of 1994 the Ministry of Education and Training mandated that all school boards develop procedures for dealing with violent incidents. Where policies were already in place, they had to be reviewed to ensure that they met requirements set out in the Violence-Free Schools Policy document issued by the Ministry. Each of the former Boards responded to this requirement by developing policy and procedure manuals or guidebooks for use across the system.

✓ In the normal course of implementation it is time in the cycle of RDI to evaluate the progress and effectiveness of implementation.

✓ It is essential as part of the bringing together of the two former Boards to develop one set of policies and procedures relevant to violence prevention and intervention for use across the District.

✓ There are new issues and needs with respect to Safe Schools that indicate some policies and procedures need to be updated in order to include changes in legislation or experience.

✓ The violence free policy of zero tolerance is in itself simple. However there are at least 20 policies or protocols related to this one statement that must also be reviewed.

✓ The task is large and will require a broad range of representation along with a Coordinating Committee and a number of sub committees in order to complete the work next year.

Base Committee Makeup

1 Superintendent
1 Trustee
1 Parent - School Council
1 Parent - Home and School
1 Police Services Representative (HWRP)
1 Community at Large Representative
1 Public Relations
2 Elementary Principal/Vice-Principals
2 Secondary Principal/Vice-Principals
2 Instructional Services Representatives
1 Business Department Representative
1 Plant Department Representative
2 Elementary Teacher Representatives
2 Secondary Teacher Representatives
3 Representatives from other employee groups

I NFORMATION

EDUCATION COMMITTEE
1999 06 02

#21

The Hamilton-Wentworth District School Board

M e m o

Approved for distribution
by the Director.
Signature: Merv Matier
Date: May 28/99

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: June 1, 1999

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by:_____

That the May, 1999 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of May, 1999.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

	1998 ACTUALS								1999 ACTUALS					1998/99
	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	BUDGET
Teachers - Elementary	2,059.10	2,059.10	2,059 10	2,051 30	2,065 00	2,065 00	2,065 00	2,065.00	2,065 00	2,066 00	2,066 00	2,066 00		2,045.40
Teachers - Secondary	1,197.39	1,197.39	1,197 39	1,201.84	1,201 84	1,201.84	1,201.84	1,201.84	1,201.18	1,201.18	1,201.18	1,201 18		1,057.69
Teacher Assistants	351.12	351.12	351 12	351 50	363 50	363 50	363 50	376 00	377 00	377 00	384.00	384 00		345.00
Professionals & Paraprofessionals	161.00	161 00	161 00	159 00	159 00	159 00	159 00	161 00	161.00	162 00	162.00	163 00		161 00
School Administration	450.83	450.83	450 83	406 78	406 78	406.78	406.78	406.78	406 78	406.78	406 78	406 78		406 03
Consultants & Special Assign. Tchrs.	29.50	29.50	29 50	37 00	37 00	37 00	37.00	37.00	37.00	37.00	37.00	37.00		37.00
Board Administration & Governance	175.16	175 16	175 16	158 58	158 58	158 58	158 58	148.58	149.87	149 67	149.67	149 67		148 76
School Operations	503.63	503.63	503 63	472 48	472 48	473 48	473 00	466.00	466 00	466 00	466 00	466 00		464 07
Continuing Education	7.52	7.52	7 52	4.52	4.52	4 52	4.52	4.52	4.52	4.52	4.52	4.52		4 52
Transportation	1.75	1.75	1.75	1.25	1 25	1.25	1.25	1 25	1.25	1.25	1.25	1 25		1 25
Staff on Loan (recoverable)	17.83	17.83	17 83	15 00	15 00	16.00	16 00	16.00	13.67	15.67	14.67	14 67		13 00
Total Full Time Equiv. Positions	**4,954.83**	**4,954.83**	**4,954.83**	**4,859.25**	**4,884.95**	**4,886.95**	**4,886.47**	**4,883.97**	**4,883.27**	**4,887.07**	**4,893.07**	**4,894.07**		**4,683.72**

Prepared by Human Resources - June 1, 1999

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JUN 22 1999

GOVERNMENT DOCUMENTS

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING OF THE EDUCATION COMMITTEE

JUNE 24, 1999

6:45 p.m.	**A G E N D A**	**6:45 p.m.**
1. Call to Order		J. Bishop
2. Approval of Agenda		

ACTION ITEMS:

3. Policy Recommendation
   (a) Special Class Admission and Demission Criteria Policy — M. Botting

#3(a)

The Hamilton-Wentworth District School Board

MEMORANDUM

Approved for distribution by the Director

Signature: M Matier

Date: June 18/99

Date: 1999 06 24

To: Merv Matier, Director of Education

From: Marguerite Botting, Superintendent of Instructional Services

Re: **Special Class Admission and Demission Criteria Policy**

Recommended Action:

Moved by _____ that the Special Class Admission and Demission Criteria Policy be approved.

Rationale:

Prior to amalgamation, each former Board had an array of special class programs and associated criteria for admission and demission. The Hamilton-Wentworth District School Board *Special Class Admission and Demission Criteria* document was developed in order to provide a clear and consistent set of criteria for use across the new Board.

When a student is referred to an IPRC, the committee members must review all information and provide two recommendations:

1. Identification of exceptionality
2. Placement

This criteria for admission and demission into special classes provides guidelines for the decision as to which program will likely be the "best option" in which the student's needs can be supported.

Since criteria can both include and exclude, it was important that the criteria be reviewed by many groups: parents, administrators, special education teachers, and Instructional Services support staff. To this end, stakeholders were given several opportunities to provide input over a five-month period. In addition to collecting written submissions from principals and teachers throughout the system, several small and large-group discussion meetings were used to gather opinions and recommendations. Using guidelines outlined by SEAC, a working committee was formed to integrate the information and to create a document that would reflect the needs and priorities of the system. Several drafts of the document were created and reviewed by primary stakeholders. The Special Class Admission and Demission Criteria document was approved by SEAC on May 12, 1999 and the Joint Advisory Committee on June 8, 1999.

A very special thank you to the members of the working committee:

Dr. Marie Bountrogianni	Supervisor, Psychological Services Co-Chair
Dr. Kathy Short	Psychological Services, Co-Chair
John Bradley	Teacher, Ryerson Middle School
Gene Bucci	Teacher, Highview School
Edie Edwards	Teacher, Grange School
Nancy Harper	Co-ordinator, Special Education Services
Jane Hashimoto-Banks	Teacher, Queen Victoria School
Nancy Herrell	Speech and Language Pathologist
Patricia Hutchinson	Principal, Woodward School - Elementary
Margaret Plant	Teacher, Strathcona School
Cheryl Poot	Consultant, Special Education Services - Secondary
Eva Rungi	Teacher, Eastmount Park School
Catherine Shackell	Parent, S.E.A.C. Member
Lisa Smith	Teacher, Green Acres School
Sandra Weresch	Teacher, Fernwood Park School

3(a)-2

Policy No. 000

SPECIAL CLASS ADMISSION AND DEMISSION CRITERIA

DRAFT

Date Approved: 00/00

Projected Review Date: 00/00

POLICY STATEMENT: It is the policy of the Hamilton-Wentworth School Board to provide a range of services and programs for students with special needs. In keeping with Ministry regulations, the Board offers three placement options for exceptional students: regular class, special class and special day school. In order to provide equity of access to appropriate special class programs, it is necessary to establish clear admission and demission criteria.

Responsibility: Superintendent of Instructional Services

Preamble

a) The Admission and Demission criteria are guidelines for the Identification, Placement and Review Committee (I.P.R.C.) when it is considering a Special Education placement for an exceptional student.

b) Under Regulation 181, an I.P.R.C. shall, before considering the option of placement in a Special Education class, consider whether placement in a regular class, with appropriate Special Education services, would meet the pupil's needs and is consistent with parental and student preferences.

c) Identification and placement must be reviewed at least once within the school year at a Review I.P.R.C., unless parent(s) dispense with the Review I.P.R.C.

d) Evidence of successful integration in a regular program needs to be documented when considering demission for a student from special class to regular class.

e) The Hamilton-Wentworth District School Board is committed to involving parents and students throughout the whole process of identification and placement.

1.0 General Guidelines

THE STATEMENTS OUTLINED IN THIS DOCUMENT SHOULD BE VIEWED AS GUIDELINES ONLY. THE UNIQUENESS OF EACH STUDENT MUST BE RESPECTED.

1.1 Parents/guardians MUST be involved in the whole process of their child's identification and placement. Parental involvement would begin with school-based meetings, leading up to consideration of identification and placement.

1.2 Consideration of identification and special class placement will usually occur only after modified or replacement programs have been implemented, documented and evaluated but have not proven sufficient to meet the student's needs. These programs should be documented in an Individual Education Plan (I.E.P.) and given reasonable time to demonstrate the rate of success.

1.3 The needs of the whole child must be taken into consideration. This may include cognitive, cultural, emotional, medical, social and socio-economic issues. Behaviour issues will not exclude a student from any type of special class unless behaviours, such as ongoing violence, chronic non-compliance and persistent opposition to authority, are consistent impediments to learning. In these cases, students will be considered for a behaviour class.

1.4 The I.P.R.C. must ensure that the parent/guardian gives informed consent for placement in a special class (parent/guardian understands the nature of the special class, the advantages and disadvantages of the placement decision, the review process, the expected outcomes and the ability to withdraw consent at any time).

1.5 Parent/guardians have the right to accept or reject the I.P.R.C. recommendations for identification and placement. When the I.P.R.C. determines that more than one placement option appears to be equally suitable for the student, parents shall make the final decision.

1.6 Once a student is placed by an I.P.R.C., an educational program is designed for him/her on the basis of individual needs. Programs are outlined in a student's I.E.P. at levels commensurate with the student's needs and should adhere wherever possible to the Ontario Curriculum.

1.7 It is an expectation that attendance, as well as parent and student commitment to the program, is a prerequisite to continuing in the special class.

1.8 When a student is identified with a dual exceptionality, the more significant exceptionality will take precedence in placement decisions by the I.P.R.C.

1.9 Any student arriving in the H.W.D.S.B. from special class placement in another Board will be reviewed by the home school's multidisciplinary team to determine if identification and special class placement are necessary.

1.10 Regular class programming can generally provide for a range of academic functioning two years above or below grade level.

2.0 Special Class Programs

2.1 Autistic Class

ADMISSION: A candidate for admission to an Autistic Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Exceptional - Communication/Autism
- would benefit from a structured setting with emphasis on behaviour management strategies, social and communication skills development
- has received replacement programming for a SIGNIFICANT portion of the school day

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has social and/or academic needs that can be met more successfully within a different special class, special day school, or regular class
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 6

2.2 Behaviour Class

ADMISSION:A candidate for admission to a Behaviour Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Exceptional - Behavioural
- has persistent difficulties despite extensive behavioural support as documented in an I.E.P., indicating the frequency, duration and nature of strategies/resources used
- has a need for a structured setting with an emphasis on behaviour management strategies

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- the behavioural functioning is no longer the most significant determining influence on the child's academic success or social adjustment in school
- has social and/or academic needs that can be met more successfully within a different special class setting
- has the ability to succeed in a regular class with resource and/or learning centre support

Maximum Class Size - 8

2.3 Communication Class

ADMISSION: A candidate for admission to a Communication Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Language Impaired, OR Communication - Learning Disability with a severe language deficiency
- has received replacement programming for a SIGNIFICANT portion of the school day in English and/or Mathematics as documented in an I.E.P.
- has assessed reading and writing achievement levels more than two years below expected grade level
- has a need for a structured setting with emphasis on intensive oral and written language development

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the school day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 10

2.4 Comprehensive Class

ADMISSION: A candidate for admission to a Comprehensive Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Learning Disabilities (with below average intellectual ability) OR Intellectual - Mild Intellectual Disability (with documented academic achievement above assessed cognitive ability)
- has received replacement programming for a SIGNIFICANT portion of the school day in English and/or Mathematics as documented in an I.E.P.
- has a need for a structured setting with emphasis on intensive academic development with a focus on repetition, reinforcement, concrete examples and compensatory strategies

DEMISSION:A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 16

2.5 Deaf and Hearing Impaired

ADMISSION: A candidate for admission to a Deaf and Hearing Impaired Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communications - Deaf/Hearing Impaired
- meets Ministry criteria for alternative educational programs or have a hearing loss which, in combination with additional language-based deficits, significantly impacts upon his/her educational development
- requires an individualized program which may include direct service instruction for at least 50% of the day
- has received within the past year a pure tone and speech reception audiological assessment and a speech/language consultation or assessment by a Speech and Language pathologist

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- has a need for less intensive level of support or needs that could be met in a regular class with support, including a teacher of the hearing impaired
- has a significant positive change in the level of hearing
- has social and/or academic needs that can be better met in a different type of special class

Maximum Class Size - 10

2.6 Developmental Disability (Day School)

ADMISSION: A candidate for admission to a Developmental Disability - Day School should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Developmental Disability
- has an inability to profit educationally in a different type of special class or in a regular class even with up to 50% support
- has a need for instruction in basic communication, academic, self-care, life and social interaction skills

IN ADDITION, THE CANDIDATE MAY DEMONSTRATE ONE OR BOTH OF THE FOLLOWING:

- has intellectual, academic, social and/or emotional needs that could be most successfully met in a Special Day School setting
- has a need for extensive medical intervention

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size - 10

2.7 Developmental Disability (Special Class)

ADMISSION: A candidate for admission to a Developmental Disability - Special Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Developmental Disability
- has an inability to profit educationally in a different type of special class, or in a regular class with up to 50% support
- has a need for instruction in basic communication, academic, self-care, life and social interaction skills

DEMISSION:A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- requires a different type of special class, or a special day school setting as documented through observation and assessment
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size - 10

2.8 Gifted Class

ADMISSION: A candidate for admission to a Gifted Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for Intellectual - Giftedness
- has documented, significant intellectual, academic and/or social needs which can be more successfully met in a special class rather than in a regular class with available support

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- has academic and/or social needs that could be met more successfully within a different classroom setting

Maximum Class Size - 25

2.9 Learning Disability Class

ADMISSION: A candidate for admission to Learning Disability Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Learning Disability
- has received replacement programming for a SIGNIFICANT portion of the school day in English and/or Mathematics as documented in an I.E.P. indicating achievement more than two years below current grade level
- has learning needs that cannot be successfully met through in-school intervention, resource and/or learning centre support
- the best estimate of cognitive functioning is in the average (within one standard deviation of the mean) or above average range as measured by a standardized psychological assessment
- has a need for a structured setting with emphasis on intensive instruction in compensatory strategies and fundamental skill development in academics

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 8

2.10 Mild Intellectual Disability Class

ADMISSION: A candidate for admission to a Mild Intellectual Disability Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Intellectual - Mild Intellectual Disability
- has received replacement programming for a SIGNIFICANT portion of the school day in English and/or Mathematics as documented in an I.E.P.
- has a need for a structured setting with a life skills approach to learning with "hands-on" meaningful activities

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size - 16
(12 at the Primary Level)

2.11 Multiple Class

ADMISSION: A candidate for admission to a Multiple Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for Multiple
- has an inability to profit educationally in a different type of special class or in a regular class even with up to 50% support
- requires a multifaceted approach to education
- has significant physical limitations or ongoing medical issues

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has physical, academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations, modifications and compensatory strategies

Maximum Class Size - 6

2.12 Physical Class

ADMISSION: A candidate for admission to a Physical Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Physical disability
- has an inability to profit educationally within a regular class even with up to 50% of the day with support available or a different type of special class
- requires significant amount of adult assistance for medical intervention or personal care throughout the day

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has physical academic and/or social needs that could be met more successfully within a different special class setting
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size - 12

2.13 Primary Assessment Class

ADMISSION: A candidate for admission to a Primary Assessment Class should demonstrate all of the following:

- has evidence of factors which significantly affect educational performance but the most prevalent exceptionality cannot yet be determined
- has an inability to profit educationally within a regular class even with up to 50% support from the (learning) resource teacher or learning centre teacher as documented through formal and informal assessments and observations
- a system I.P.R.C. has gone into recess until required information is gathered through observation and assessment
- student is age appropriate in Grade 1 to 3 inclusive

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- an exceptionality can be specifically determined and the system I.P.R.C. will reconvene to determine identification and placement
- the ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications

Maximum Class Size – No Ministry Class

2.14 Primary Speech and Language Class

ADMISSION: A candidate for admission to a Primary Speech & Language Class should demonstrate all of the following:

- meets the H.W.D.S.B.'s criteria for identification as Communication - Language Impairment
- usually be Grade 1 age appropriate
- has a severe to profound expressive language delay
- has a need for a structured setting with emphasis on intensive expressive language development as documented in a Speech and Language assessment within the last twelve (12) months and a Speech and Language consultation within the last three (3) months
- has no evidence of sensory neural deafness

DEMISSION: A student will be considered for demission when he/she demonstrates one or more of the following:

- does not require replacement programs for more than 50% of the day
- has academic and/or social needs that could be more successfully met within a different special class placement according to evaluation and assessment findings gathered by both the teacher and Speech and Language Pathologist
- has an ability to succeed in a regular class with resource and/or learning centre support and with appropriate accommodations and modifications
- no longer has a severe to profound expressive language delay
- usual placement time should be two years

Maximum Class Size – 10


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